

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSION

Introduction

This is the concluding chapter. An attempt is made to take the stock of some aspects of research plan, major points of the findings, some possible directions and dimensions of changes or improvements to be brought about that affect the inner life of affiliated colleges. The present research has amply shown, how climate and leadership behaviour of the principals of the colleges influence the administration and no educational system can illafford to overlook them. Magnificent buildings, rich libraries and laboratories, spacious playgrounds and even careful recruitment of the staff, alone, do not

contribute to the maintenance of colleges. The inner life, the socio-psychological springs of teacher behaviour, the leadership pattern of principals give a real and far more determinants to the growth and development of colleges.

Dissatisfaction among students and teachers with the existing system is not limited to India only. It is fact that every thing is not well with higher education, and colleges are literally flooded. Tidy and decent behaviours among students are disappearing. Students on campus appear to have grown unruly, manifesting unsocial behaviours, divested of all respect for learning. Sometimes, one feels that education has failed to impart the modesty and grace of behaviour, the respect for age and sex. The college campus has been loosing its character of sacredness. It has been turning into an arena of demonstration, struggle and agitations.

The collegiate administration needs a long and searching look. Efforts should be made to find out not only various threads, which weave its fabric and determines its texture but also the mechanism and the pressures under which the fabric is being woven. The

present investigation has been an attempt on a modest scale in this direction.

Statement of the Problem

The problem of present study is stated as :

A Study of the Administrative Problems
of Affiliated Colleges.

Objectives of the Study

The study aims at fulfilling the following objectives :

- (i) To study the college plant and physical facilities provided in the colleges under study and problems arising out from them.
- (ii) To study the administrative problems with respect to -
 - a. Management Board of the College.
 - b. Affiliating University.
 - c. State Government.
 - d. Teachers.
 - e. Students and
 - f. Non-Teaching Staff.

(iii) To determine leadership behaviour patterns of the principals of the colleges.

(iv) To determine the organizational climate prevalent in the colleges.

(v) To find out the relationship of the administrative problems with -

- a. Leadership Behaviour Patterns
- b. Organizational Climate of the Colleges
- c. Location of the Colleges
- d. Size of the colleges
- e. Nature of the Colleges
- f. Types of the Management.

Methodology and Procedure

The descriptive survey method of research is used in the study. The procedure of the study covers following heads :

- a. The Sample
- b. The Research Tools
- c. Data Collection
- d. Analysis and Interpretation.

The Sample

Population of the Study: The affiliated colleges of Gujarat and U.P. constitute the population of the study. The colleges in Gujarat as well as in U.P. are governed by State University Acts. All the affiliating universities in a state follow the rules and regulations as mentioned in the University Acts. It is considered that the nature of the problems faced by the affiliated colleges in a university would be more or less of same nature as affiliated colleges of other universities throughout one particular state. Hence, by taking into consideration of time and availability of resources, the affiliated colleges of one university each from Gujarat and U.P. have been taken for the study.

Sample: To study the administrative problems of the affiliated colleges the sample is selected on the basis of stratified random sampling. A total of 40 colleges are selected for the study, which comprised 20 colleges from Gujarat University, Ahmedabad and 20 colleges from Gorakhpur University, Gorakhpur, U.P.

The Research Tools

To achieve the objectives of the present study following five tools are used;

- (i) College Data Sheet
- (ii) A Check-List of Administrative Problems
- (iii) The LBDQ
- (iv) The OCDQ
- (v) Interview Schedule.

Data Collection

The data were collected by using five tools as mentioned. The principal and 10 percent teachers of each sampled college were asked to respond the questionnaires. Thus, 40 principals and 400 teachers were taken for this purpose. To substantiate the data informal interview was taken from principals and teachers. Hundred students were also interviewed with the help of semi-structured interview schedule.

Analysis and Interpretations

The data collected have been grouped in four categories as :

- (i) College basic data
- (ii) Administrative problems
- (iii) Leadership behaviour
- (iv) Organizational Climate.

The questionnaire related to college basic data is analysed question-wise. The check-list of administrative problems is analysed by assigning numerical values 2, 1 and 0 to 'Always', 'Sometimes' and 'Never' respectively. Thus, mean score of problems of each college is calculated.

The LBDQ and OCDQ are analysed as Halpin and Croft had done. The raw scores of OCDQ are double standardised and compared with prototype profile of Halpin for six organizational climates. Thus, data have been analysed using some statistical techniques and interpretation have been done. The summary of findings as they have emerged is given below.

Major Findings

The College Setting

1. The growth, in numbers, of affiliated colleges is found more during sixties. During this period in Gujarat,

45 percent colleges were set up, whereas in U.P., 60 percent colleges came into existence.

2. Majority of the colleges from Gujarat and U.P. (70 percent and 80 percent, respectively) are managed by Trust-Boards.

3. All the colleges under study from U.P. are government 'Aided'. A few percent colleges in Gujarat, do not need any financial help from government.

4. The 40 percent college executive committee presidents from Gujarat and 20 percent president from U.P. have below SSC qualification.

5. There is domination of 'layman' (non-professionals like businessmen, farmers etc.) in executive committees of the colleges in both the states.

6. In 80 percent colleges of U.P. principals nominate teacher representatives for college executive committees. In Gujarat, teacher representatives are not included in college executive committees.

7. In 90 percent (50 percent rural and 40 percent urban) colleges of Gujarat, building is adequate. In U.P., 50 percent (15 percent rural and 35 percent urban)

colleges have adequate building accommodations.

8. Fifty percent rural and 30 percent urban colleges of Gujarat have adequate furniture. In U.P., 20 percent rural colleges and 45 percent urban colleges have adequate furniture.

9. Fifty percent rural colleges and 35 percent urban colleges of Gujarat have satisfactory library facilities. In U.P., 20 percent rural colleges and 25 urban colleges have adequate library facilities.

10. ~~The~~ 40 percent rural colleges and 25 percent urban colleges of Gujarat have satisfactory sanitary provisions. In U.P., 45 percent rural colleges and 35 percent urban colleges have unsatisfactory sanitary facilities.

11. Almost, all the colleges from both the states have play grounds with adequate facilities for out door games and indoor games.

12. In 80 percent (35 percent rural and 45 percent urban) colleges of Gujarat and 65 percent (30 percent rural and 35 percent urban) colleges of U.P. have hostel facilities.

13. In 90 percent colleges of Gujarat and in 80 percent colleges of U.P. residential facilities are not given to staff members.

14. In 40 percent rural colleges and 25 percent urban colleges of Gujarat provide residences to principals. In 10 percent rural colleges and 30 percent urban colleges of U.P. have residential facilities for principals.

Administrative Problems

15. In hostels and college campus, it is very difficult to maintain general discipline because of students union interference, groupism in teaching staff and interference of teacher politicians.

16. In organization of co-curricular activities, lack of interest among students and financial stringency are major problems.

17. The student union election results in groupism among students, infights and involvement of political parties.

18. The demand for postponement of examination by the students is a major problem faced by the colleges of Gujarat and U.P.

19. Use of unfair means in examinations and demand for personal security by the staff members is number one problem in Gujarat and U.P.

20. The intoxication in hostels and keeping unauthorised weapons create administrative problems in the colleges of U.P.

21. Illtreatment of students by college authorities, demand for student union and staff interference in student politics are the main factors for student strikes in U.P. In Gujarat, staff and management's interference in students politics and political causes are the reasons for students' strikes.

22. The Eve-teasing is a major problem in Gujarat and truancy among girls is found more in colleges of U.P.

23. The college teachers are appointed on the basis of affiliation to management member or the principal.

24. The problems are faced by the teachers due to non-availability of staff quarters. Where the staff quarters are available the allotment, maintenance and repair are the major problems.

25. In majority of the colleges, senior teachers are not consulted on important matters of college affairs.

26. It is found that some teachers create problems for college administration by making groups among students and doing favouritism in examinations.

27. The problems of divide and rule policy of management is more in Gujarat, whereas the problems of groupism and inter-departmental jealousy among teachers are found more in U.P.

28. Infights and groupism are found in majority of management committees of the colleges in Gujarat and U.P.

29. The Problems arise due to formation of cliques among teachers by committee members, delay in policy decisions, creating sense of insecurity of jobs.

30. Problems arise out due to the expectations, like no dissent to their decision and acceptance of their political ideology, from committee members.

31. Majority of the new colleges, in Gujarat, are run with temporary affiliation every year. Permanent affiliation is not awarded easily.

32. University office makes delay in appointment of experts, approval of lecturers and other communications, creating problems for the colleges.

33. The college principals are not given due respect by university office.

34. It is reported that in colleges of Gujarat salary grants are not released by state government within time. In U.P., also, teachers do not get salaries in time because of lengthy administrative procedures framed by state government.

35. The colleges of U.P. face more problems due to the non-sanction of new posts for lecturers by state government and more over, there is no coordination of work between affiliating university and the state government's education department.

36. The state government's policy of reservation, for SC/ST students and over stay of these students in colleges for their financial benefits, is becoming more problematic.

37. The state government's policy of grants-in-aid, rigid account and audit rules and red tapism of the office create more problems.

38. Legal orders from courts sought by teachers, students and union leaders for their own benefits create problems for college administration more in colleges of U.P. than in Gujarat.

39. Heavy work-load and lack of residential facilities ^{to non-teaching staff.} are common problems found in both states.

40. Mass casual leave and non-cooperation with college authorities are common methods found in both states, to press for fulfillment of their demands by non-teaching staff.

41. Insecurity of jobs is reported as a major problem in the colleges of U.P. as well as in Gujarat.

Leadership Behaviour

42. The HH Pattern of Leadership Behaviour is found in 50 percent colleges of Gujarat. The majority of principals (45 percent) from U.P. manifest LL Pattern of Leadership Behaviour.

43. The principals in 80 percent rural colleges of Gujarat are below the average on 'initiating structure' and 73 percent principals in rural colleges of U.P., also, are below the average on 'initiating structure'.

44. The 90 percent principals of urban colleges from Gujarat and 67 percent principals of urban colleges in U.P. are above the average on 'consideration' dimension of Leadership Behaviour.

45. As experience of principals is increasing the HH pattern of Leadership Behaviour is also increasing in both states. After 10 years of experience, the trend of Leadership Behaviour changes into LL pattern.

✓ 46. It is found that principals manifesting HH pattern of Leadership Behaviour in U.P., have comparatively lower (99.40) mean score of problems and principals manifesting LL pattern of behaviour have higher (113.80)

mean score of problems in their colleges. The same trend is also found in Gujarat.

Organizational Climate

47. Twenty percent colleges each from Gujarat and U.P., belong to 'open' climate and 30 percent to 'closed' climate. But the tendency towards 'closedness' from 'openness' is found more in both states.

48. The colleges of 'open' climate tend to have principals manifesting HH pattern of leadership behaviour and colleges of 'closed' climate tend to have principals manifesting LL pattern of leadership behaviour.

49. The colleges of 'open' climate have lower (61) mean score of problems and colleges of 'closed' climate have higher (117.40) mean score of problems.

50. As experience of the principals is increasing the climate of the college is becoming closed. The 51 percent principals upto 5 years of experience have a tendency for openness and 86 percent principals of (11-15) years of experience have a tendency for 'closed' climate.

51. The big colleges are more problematic than small colleges in both the states.

52. The mixed colleges have more problems than girls colleges in both the states.

53. It is found that private colleges of urban location have higher (52) mean score of problems than denominational colleges in Gujarat. In U.P., both type of colleges have similar problems.

54. The urban colleges of Gujarat have comparatively higher (66.60) mean score of problems than rural colleges (46.04). The rural colleges, in U.P., have comparatively higher (78.50) mean score of problems than urban colleges (64).

Areas for Further Research

The present investigation has certain limitations and this area of research needs more explorations from researchers. On the basis of this intensive study in the area of administration the investigator would like to highlight some research problems which may be examined by future researchers.

1. A study of organizational climate, teacher morale and effectiveness of student personnel services in the colleges.
2. A study of personality factors of college principals on college organizational climate, teacher morale and college control ideology.
3. A comparative study of student control ideology of 'open' and 'closed' minded college teachers and college principals.
4. Generation of a model of Leadership Behaviour in colleges as conducive to improvement of their organizational climate.
5. The study of Grant-in-Aid policy of state governments.
6. A detailed study of academic problems, administrative problems and financial problems of affiliated colleges.

Conclusion

The study reveals that in order to meet student explosion of enrolment, many sub-standard colleges have come into existence during sixties. The majority of the colleges are under private management and they are unable to provide all sorts of facilities, which are required for proper functioning of a college. The present condition in affiliated colleges is quite unsatisfactory. There is a lack of accommodation and furniture in classrooms, libraries are over-crowded. Sanitary provisions are not satisfactory and hostel facilities are inadequate. These factors create alienation and frustrations in a large part of the student population and teachers.

The over-all atmosphere in the colleges is not conducive to any effective teaching-learning process. It is very difficult to maintain discipline in the college campus because of student union's interference, groupism in teaching staff and interference of politicians. The mass copying in examinations has become a big phenomenon and it is very difficult to deal with the situation.

The management appoints teachers, who are mostly, related to them. Such type of teachers create maximum disturbances in the institutions and it becomes difficult to restrict them. A lack of team-approach is found in the college administration, arbitrary decisions are taken, spontaneously, by the principals. Moreover, inter-personal relationship is lacking among staff members because of groupism and inter-departmental jealousy. Sometimes, college teachers involve themselves in student unrest and become a party to provoke it. Besides this, most of the college teachers are engaged in some sort of side business. So, they devote less time for academic activities and often their classes are left unengaged.

Mostly, the college management board is formed of non-professionals, like businessmen, farmers etc. They are, either leaders of society or men of social prestige but lack in educational qualifications and perceptions for higher education. Thus, lay-men dominate in decision making and they, often, create unnecessary interferences in collegiate administration.

It is found that not only managing board but affiliating universities also create problems for the

colleges, such as delay in appointment of experts for filling-up the new vacancies and getting their approvals. A number of vacancies are not filled-up because of these difficulties. The temporary affiliation of the colleges and getting permanent affiliation from affiliating universities are other problems for affiliated colleges.

The fluctuating policies of the state government create problems for college administration. In disbursement of grants, the state government has created a situation that instead of being helpful has become painful. The matching grant system is very defective. The colleges face difficulties in raising funds for matching grants and this creates a situation for misappropriation of money.

The above cited problems have emerged out of the present study. Similar problems, pertaining to affiliated colleges were highlighted by the learned educationists and documents. The University Education Commission (1948-49) observed that the required conditions for establishing colleges and awarding them affiliation are not strictly observed. The weak point has been that these conditions have not every where been insisted upon, nor has the university always taken steps to ensure that the required conditions are maintained.

The overcrowding in colleges resulted in low standards and low percentage of pass. Libraries are not adequate. It is distressing to find that in most colleges the library facilities are very poor. The Commission (1948-49), further, observed the problems of hostels. Most of the colleges in India, do not have adequate residential facilities for students. As a general rule, only a small fraction of the students find accommodation in hostels. Regarding student's discipline, it is reported that some political cliques and anarchical elements exploit college students for their purposes. Sanitation is another problem found in the colleges. Many colleges do not offer convenient sanitary rest rooms and in some places, even, water supply is not purified. .

The colleges face difficulties in getting financial aids from state governments. The grant-in-aid code of state government is not too liberal and it is not, also, clearly interpreted. Such situations create problems for the colleges.

After 15 years of University Education Commission, the Education Commission (1964-66), also, observed similar

problems related to affiliated colleges. The problem of affiliation and student admission in colleges are reported. With ever increasing enrolment in the colleges the demand for adequate library facilities have been growing. The present position of libraries is not satisfactory in the colleges.

Regarding examination, it has been pointed out that the students pay minimum attention to the teachers and do little independent study. The health services for students are generally neglected and in majority of the colleges, there is no medical examination, even at first entry stage. The hostel facilities are inadequate and only 18 percent students of total enrolment at university stage are given hostel facilities. Moreover, the student unions are not functioning properly. It has been tool for many strikes and demonstrations - without any justification leading to violence, walk out from examination halls and sometimes, man handlings of teachers.

It is deplorable that residential facilities are not given to teachers. More difficulties arise in rural areas, when no residential accommodation is available locally and the teachers are compelled to stay in other

localities. This interferes with the efficiency of his work. The problem of private tuitions is, also, reported by the commission.

Hence, on the basis of above findings in the areas of college management, students and teachers, it can be said that there is ^agreat resemblance in the findings of the study and the problems cited by the university Education Commission (1948-49) and Education Commission (1964-66), pertaining to administration of the affiliated colleges.

These problems can be over come to a great extent by gearing the administrative structure of the affiliated colleges. For this purpose, the commissions had suggested various reforms mentioned as under :

In granting affiliation to a new college care should be taken to see that its location is so planned that it does not interfere with a proper growth of a existing institution.

(University Education Commission, 1948-49)

There should be ban on the system of quotas and discriminatory practices in the admission of students to

the universities and colleges.

(University Education Commission, 1948-49).

There are a number of brilliant but extremely poor students, who can not proceed for higher studies for want of adequate funds. A kind of 'scholarship ladder' should be provided to enable talented students to climb their way. The value of scholarship should cover the student's fees, as well as, his cost of living at the university stage.

(University Education Commission, 1948-49).

All students, both men and women, be required to take a thorough physical examination at the time of admission and periodically thereafter, at least once a year.

(University Education Commission, 1948-49).

The libraries should be improved by larger annual grants, the introduction of open access system, longer hours of work and better organization. These facilities minimise the student's alienation in the colleges.

(University Education Commission, 1948-49;
and Education Commission, 1964-66).

Regarding hostel accommodation, it is recommended that hostel should be provided, as soon as possible to about 25 to 50 percent students. The universities should establish reasonable standards for hostel residences and corporate activities as a condition of college affiliation. These standards be enforced and no affiliation be granted until standards have been met.

(University Education Commission, 1948-49;
and Education Commission, 1964-66).

The sanitation has a significant place in preventive medicine. The sanitary measures should be rigorously enforced on the campus, college building, hostels, water supply and off campus residences.

(University Education Commission, 1948-49).

The student union should be as free as possible from political activities. The office bearers should be elected indirectly by different student societies, those who have spent two years or more in same class should be disqualified for the purpose.

(Education Commission, 1964-66).

The proctorial system is not adequate for handling the students in present conditions. It creates thought of espionage in the minds of the students. The campus discipline can be improved by forming student government in the colleges.

(University Education Commission, 1948-49).

Regarding the examinations in the universities with affiliated colleges, a system of internal assessment should supplement the external examinations.

(Education Commission, 1964-66).

The provision of residential accommodation for teachers is extremely important. In colleges, the target should be to provide residential accommodation to about 50 percent of the teachers. The service conditions should be such as to enable them to function at their highest level of efficiency.

(Education Commission, 1964-66).

Regarding finances of affiliated colleges, it is suggested that the financial aids to ~~private~~ colleges should be given for buildings and equipments, as also for

the recurring expenditure.

(Committee on Model Act for Universities, 1964).

The grant-in-aid code of some state governments is not liberal and is not liberally interpreted, either. The colleges face difficulties in getting grants. So it must be simplified.

(Education Commission, 1964-66).

A college should be required to have a properly constituted managing body. The managing body should include;

- (i) Representatives of the body from which it draws endowments.
- (ii) The principal and other representatives of the teaching staff.
- (iii) Representatives of the university.
- (iv) Representative^{of} alumni of the college.
- (v) Representatives of the government (if the college receives a direct government grants).

(vi) Representatives of enlightened public opinion to be coopted by others.

(University Education Commission, 1948-49).

The younger teachers must be given opportunities to contribute their ideas and proposals with regard to university administration.

(Dongerker Committee, 1971).

The teachers and non-teachers should be given representation in university administration at the ratio of 60:40. In college management board, also, such representation of both teaching and non-teaching staff be given.

(Dongerker Committee, 1971).

The students, also be given representation in decision making bodies of universities. It can be in the form of student council.

(University Education Commission, 1948-49; Dongerker Committee, 1971; and Committee on Governance of Universities and Colleges, 1971).

It is obvious that the recommendations given for improvement in administration by University Education Commission (1948-49), Committee on Model Act for Universities (1964), Education Commission (1964-66), Committee on Governance of Universities and Colleges (1971) and Dongerkery Committee (1971) have not been implemented by Universities and State Governments, vis-a-vis the affiliated colleges. It resulted in mounting-up of administrative problems every year. The colleges fall short of those standard norms of administration, which were recommended earlier. We still find, according to the present study, that the uneducated persons are in decision making bodies, teachers are not given representation in executive committees, the students are, also, not included in managing board as suggested by different educationists. These result in acute administrative pitfalls and shortcomings. These problems can be overcome, only when the existing administrative structure of the affiliated colleges is made more efficient as per suggestions of the different commissions and committees.
