

CHAPTER-5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The previous chapter described data analysis and its interpretation. The present chapter discusses conclusion of the present study. It covers findings, conclusion, recommendations and suggestions for further research.

5.1 Findings and Conclusion: Students Perspectives

The demographic analysis of respondents focused on female participation in survey is greater in comparison to male participation. Residential status of respondents is associated with non-hostel in a greater strength. Academic pursuance of PG Commerce have greater than the others.. To conclude, demographic profile of respondents in context to students is not a part of objectives of the study. So that, the same is overviewed and exhibited during data analysis in terms of tabulation form and graphs.

Descriptive statistics of Group-A (i.e. students' perspectives). The results of descriptive statistics summarizes characteristics of 426 respondents of Group-A. The results are interpreted for management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement. It is concluded that the

results permit the researchers for further analysis to achieve objectives of the study.

The results on scaling techniques for factors such as management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement validate the scaling techniques employed for the purpose of the present study.

Pearson Correlations test with reference to students perspectives summarize co-relations amongst all the factors such as management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement.

The results on Pearson Coefficient for H_01 reflect on positive association amongst all the factors considered with 38 items. These items are concentrated with key issues such as student focused performance measurement, quality awareness programs, infrastructure issues, syllabi associated with employability or entrepreneurship, student satisfaction level with reference to basic amenities and requirement, tools and resources availability for study, good attitude of teaching and Non-teaching staff, training to students on soft skills, good team work and empowerment to students on curricula design and other administrative activities. These elements are covered in questionnaire items of all the factors and their association is shown during testing of H_01 .

The findings on 38 items in context to student perspectives can be concluded as positively correlated with each other in good intensity. Some of the points are evaluated on testing H_0 1 and its results are enumerated in the following manner.

Education is a continuous process. It is one of the great challenges for management of educational institutes to manage a good quality of education in present environment. Most of the Indian Institutions understand importance of qualitative education and one of them in MSU of Baroda which initiates lots of measurements to improve quality of education in eyes of the students.

The most preferred positive response on MC1, MC2, MC4 and MC7 registered in context to student perspectives. It concludes that management is committed with university's vision, mission and student centered education.

The most preferred positive response on SAM1 and SAM3 is registered in context to student perspectives. To conclude, parents –teacher and other people meetings for interactions and quality improvement are being held in regular manner in case of MSU of Baroda.

The most preferred positive response on CS1, CS3, CS5, CS6, CS7 is registered in context to student perspectives. To conclude, parent's involvement, recognition to student performance, placement programs, hygienic canteen facilities and study tools facilities are being provided in the MSU of Baroda.

The employee involvement level in eyes of students in providing quality education is significantly associated in positive manner with EI1, EI3, EI4, EI5 and EI6. To conclude, attitudinal issues, student problem solving machinery such as quality circle, conducting conferences and workshops, supporting role of staff towards Total Quality Management and student encouragement from faculty for better performance are significantly responded as positive by the students in case of the MSU of Baroda in the present study.

Training point of view, the respondents have also positive response in terms of students` soft skills training. To conclude, students are happy with training through various programs is being given to the students of MSU of Baroda.

Team Work point of view, the respondents have also positive response with respect to TW1,TW2,TW3,TW4.To conclude, it is observed that management efforts, use of faculty skills and quality improvement team have excellent role to improve quality of education in the MSU of Baroda.

Continuous Improvement point of view, the respondents are positive in case of CI1, CI2, CI3, CI4, CI5,To conclude, suggestions of stakeholders, monument role on developing student`s skills and creativity, use of resources and complaints resolution machinery play dynamic role in case of the MSU of Baroda.

Thus, it is to conclude that PG and scholar students of the MSU of Baroda have positive attitude on factors associated with Total Quality

Management (management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement)

5.2 Findings and Conclusion: Faculty Perspectives

The demographic profile of faculty with reference to the MSU of Baroda is not a part of objectives as well as hypotheses. So that, it is overviewed in chapter-4 during data analysis and interpretation.

The results on Pearson Coefficient for H_02 reflect on positive association amongst all the factors considered with 67 items. These items are concentrated with key issues such as student focused performance measurement, quality awareness programs, infrastructure issues, syllabi associated with employability or entrepreneurship, student satisfaction level with reference to basic amenities and requirement, tools and resources availability for study, good attitude of teaching and Non-teaching staff, training to students on soft skills, good team work and empowerment to students on curricula design and other administrative activities. These elements are covered in questionnaire items of all the factors and their association is shown during testing of H_02

The findings on 67 items in context to faculty perspectives can be concluded as positively correlated with each other in good intensity. Some of the points are evaluated on testing H_02 and its results are enumerated in the following manner.

The most preferred positive response on MC1, MC2, MC4, MC5, MC6, MC8, MC10, MC11 and MC12 registered in context to faculty perspectives. It concludes that management is committed with university's vision, mission, effective HRP, comprehensive goal setting process, clear objectives, opportunities to good academic experience and group dynamics training to faculty for student centered education.

The most preferred positive response on SAM1, SAM2, SAM3, and SAM7 are registered in context to faculty perspectives. To conclude, regular meetings, regular allocation of information, and understanding role of quality improvement and academic performance analysis are important issues for TQM process in case of MSU of Baroda.

The most preferred positive response on CS1, CS3, CS5, CS6, CS7, CS8, and CS9 are registered in context to faculty perspectives. To conclude, parent's involvement, recognition to student performance, placement programs, benchmarking practices, commitment towards common goal achievement and total customer satisfaction activities are being conducted in the MSU of Baroda.

The employee involvement level in eyes of faculty in providing quality education is significantly associated in positive manner with EI1, EI3, EI4, EI5, EI6, EI7, EI9, EI10, EI11, EI12, EI13, EI14 and EI15. To conclude, faculty attitudinal issues, student problem solving machinery such as quality circle, conducting conferences and workshops, supporting role of staff towards Total Quality Management, salary and compensation facility, trust and openness as well as faculty empowerment strategies are

significantly responded as positive by faculties in case of the MSU of Baroda in the present study.

Training point of view, the respondents have also positive response in terms of faculties' training with respect to TRG1, TRG2, TRG4 and TRG5. To conclude, faculties are happy with training through various programs is being given to the faculty of MSU of Baroda.

Team Work point of view, the respondents have also positive response with respect to TW1,TW2,TW3,TW4.To conclude, it is observed that management efforts, use of faculty skills and quality improvement team, individual contribution and faculty skill improvement have excellent role to improve quality of education in the MSU of Baroda.

Continuous Improvement point of view, the respondents are positive in case of CI1, CI2, CI3, CI4, CI5CI7,CI8,CI9,CI10,CI11 and CI12 ,To conclude, suggestions of stakeholders, monument role on developing faculty skills and creativity, use of resources and complaints resolution machinery play dynamic role in case of the MSU of Baroda.

Thus, it is to conclude that faculty of the MSU of Baroda have positive attitude on factors associated with Total Quality Management (management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement)

5.3 Findings and Conclusion: Non-teaching staff Perspectives

The demographic profile of Non-teaching staff with reference to the MSU of Baroda is not a part of objectives as well as hypotheses. So that, it is overviewed in chapter-4 during data analysis and interpretation.

The results on Pearson Coefficient for H_{03} reflect on positive association amongst all the factors considered with 44 items. These items are concentrated with key issues such as student focused performance measurement, quality awareness programs, infrastructure issues, syllabi associated with employability or entrepreneurship, role of supervisory staff, recognition level to supervisory staff, employee satisfaction and role of Non-teaching staff in total quality management. Good attitude of Non-teaching staff, training to Non-teaching staff on soft skills, good team work and empowerment to Non-teaching staff on curricula design and other administrative activities. These elements are covered in questionnaire items of all the factors and their association is shown during testing of H_{03}

The findings on 44 items in context to faculty perspectives can be concluded as positively correlated with each other in good intensity. Some of the points are evaluated on testing H_{03} and its results are enumerated in the following manner.

The most preferred positive response on MC1, MC2, MC4, MC5, and MC 6 registered in context to Non Teaching Staff perspectives. It concludes that management is committed with university`s vision, mission, customer

focused administration, knowledge dissemination process, comprehensive goal setting process, clear objectives, opportunities to good administrative experience to Non-teaching staff for student centered education.

The most preferred positive response on SAM1, SAM2, SAM3, and SAM5 are registered in context to Non Teaching Staff perspectives. To conclude, regular meetings, regular allocation of information, and understanding role of quality improvement and managerial functions are important issues for TQM process in case of MSU of Baroda.

The most preferred positive response on CS1, CS3, CS5, CS6 and CS7 are registered in context to Non Teaching Staff perspectives. To conclude, recognition to student performance, placement programs, benchmarking practices, commitment towards common goal achievement and total customer satisfaction activities are being conducted in the MSU of Baroda.

The employee involvement level in eyes of Non teaching staff in providing quality education is significantly associated in positive manner with EI1, EI3, EI4, EI5, EI6, EI7 and EI9. To conclude, Non-teaching staff attitudinal issues, the staff problem solving machinery such as quality circle, conducting conferences and workshops, supporting role of staff towards Total Quality Management, salary and compensation facility, trust and openness as well as Non-teaching staff empowerment strategies are significantly responded as positive by faculties in case of the MSU of Baroda in the present study.

Training point of view, the respondents have also positive response in terms of Non-teaching staff training with respect to TRG1, TRG2 and TRG4. To conclude, faculties are happy with training through various programs is being given to the faculty of MSU of Baroda.

Team Work point of view, the respondents have also positive response with respect to TW1,TW2,TW3,TW4.To conclude, it is observed that management efforts, use of Non-teaching staff skills and quality improvement team, individual contribution and faculty skill improvement have excellent role to improve quality of education in the MSU of Baroda.

Continuous Improvement point of view, the respondents are positive in case of CI1, CI2, CI3, CI4, and CI5,CI5, ,To conclude, suggestions of Non teaching staff, monument role on developing staff skills and creativity, use of resources and complaints resolution machinery play dynamic role in case of the MSU of Baroda.

Thus, it is to conclude that Non Teaching Staff of the MSU of Baroda have positive attitude on factors associated with Total Quality Management (management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement)

5.4 Findings and Conclusion: Policy Makers Perspectives **(Authorities of the University, syndicate and senate members, Directors, Head of Institutions, IQAC members and others)**

The demographic profile of Policy makers` such as authorities of the university, syndicate and senate members, Directors, Head of Institutions, IQAC members and others with reference to the MSU of Baroda is not a part of objectives as well as hypotheses. So that, it is overviewed in chapter-4 during data analysis and interpretation.

The results on Pearson Coefficient for H_04 reflect on positive association amongst all the factors considered with 40 items. These items are concentrated with key issues such as student focused performance measurement, quality awareness programs, infrastructure issues, syllabi associated with employability or entrepreneurship, role of supervisory staff, other administrative activities. All these issues are also concerned with Policy makers such as mentioned in this section. They have also responded for good governance and quality education from the MSU of Baroda. These elements are covered in questionnaire items of all the factors and their association is shown during testing of H_04

The findings on 40 items in context to faculty perspectives can be concluded as positively correlated with each other in good intensity. Some of the points are evaluated on testing H_04 and its results are enumerated in the following manner.

The most preferred positive response on MC1, MC2, MC4, MC5, and MC 6 registered in context to Policy maker's perspectives. It concludes that management is committed with university's vision, mission, customer focused administration, knowledge dissemination process, comprehensive goal setting process, people's role , role of top level management towards TQM , clear objectives for student centered education.

The most preferred positive response on SAM1, SAM2, SAM3, and SAM5 are registered in context to Policy maker's perspectives. To conclude, regular meetings, regular allocation of information, and understanding role of quality improvement and managerial functions are important issues for TQM process in case of MSU of Baroda.

The most preferred positive response on CS1, CS3, CS5, and CS6 are registered in context to Policy maker's perspectives. To conclude, recognition to student performance, placement programs, benchmarking practices, commitment towards common goal achievement and total customer satisfaction activities are being conducted in the MSU of Baroda.

The employee involvement level in eyes of Policy maker in providing quality education is significantly associated in positive manner with EI1, EI3, EI4, EI5, EI6, EI7 and EI9. To conclude, Non-teaching staff attitudinal issues, the staff problem solving machinery such as quality circle, conducting conferences and workshops, supporting role of staff towards Total Quality Management, salary and compensation facility, trust and openness as well as external and internal stake holders`

empowerment strategies are significantly responded as positive by Policy makers in case of the MSU of Baroda in the present study.

Training point of view, the respondents have also positive response in terms of training with respect to TRG1, TRG2 and TRG4. To conclude, Policy makers are happy with training through various programs is being given to the faculty of MSU of Baroda.

Team Work point of view, the respondents have also positive response with respect to TW1,TW2,TW3,TW4.To conclude, it is observed as per policy maker's perspectives that management efforts, use of Non-teaching staff skills and quality improvement team, individual contribution and faculty skill improvement have excellent role to improve quality of education in the MSU of Baroda.

Continuous Improvement point of view, the respondents are positive in case of CI1, CI2, CI3, CI4, and CI5, ,To conclude, suggestions of Policy makers , monument role on developing staff skills and creativity, use of resources and complaints resolution machinery play dynamic role in case of the MSU of Baroda.

Thus, it is to conclude that Policy makers of the MSU of Baroda have positive attitude on factors associated with Total Quality Management (management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement)

Above and all, it is concluded that TQM process in selected dimensions for the purpose of this study is responded in collective manner. All the dimensions such as management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement are reciprocally associated with each other. These dimensions of learning organization have significant role to achieve organizational goal as well as improvement of quality education in higher education of India.

5.5 Recommendations

The following recommendations are made after findings and concluding the present study to the university in a nut shell manner.

1. Quality awareness programs through six-sigma/ DMAIC methodology can be conducted for the purpose of accelerate total quality management.
2. Course design can be improved / reviewed to become more employability perspectives.
3. Interdisciplinary study and research can be promoted through offering new executive programs to provide common platform to candidates from the diverse academic background.
4. Sports, NCC and other extra curriculum activities can be promoted by offering flexibility in academic calendar and exam pattern.
5. Student life cycle can be more simplify to avoid hurdles of students by offering single window grievance redressal mechanism for all queries pertaining to Student life Cycle.

6. Some specific tailor made course design can be introduced with the help of corporate world to create best practical learning platform for the students which may lead to increase employability.
7. Virtual Learning Pattern and Exam Pattern should evolve to attract the students globally.
8. Academic flexibility can be offered for specific courses which may cater the need of corporate executive.
9. Faculty members can be exposed and trained continuously with new innovative learning practices to serve the society best output.
10. Basic infrastructure for the students can be developed in a better manner at par with autonomy institutions.
11. NSS, YRC, NCC and Club activities can be facilitated with advanced technology
12. Customer satisfaction index can be displayed on periodical basis on university website.
13. Employees can be made more knowledge enhanced.
14. Training can be ornamented with high tech tools.
15. Teamwork can be strengthened with the help of better benchmarking systems.
16. Continuous improvement can be raised by playing efficient role of all internal and external stakeholders.
17. Students, faculties, Non-teaching staff and other stakeholders can be proved as a component of a single chain in HEI such as The MSU of Baroda.

Thus, the following points are also evaluated during the present study as the university in terms of learning organization.

The issues regarding functioning of the university, learning organization provides a slightly different (managerial) framework for rethinking the organizational issues in HEIs. What we see as the main contribution of this concept to HEIs is the emphasis on professional development through learning with others.

The results of the present study recall the previous research conducted by Marsik & Watkins (1996) and Senge (1990) along with different dimensions of learning organization. The key words evaluated in the present study are shared vision, system thinking, outcomes and cultural differences. LO`s culture, knowledge performance and research performance are also play crucial role in learning organization.

5.6 Limitations and Scope for further study

The present study has certain limitations as faced during the period of study. Some of the limitations are enlisted in the following manner.

1. This is academic type of study.
2. It has time constraint.
3. It has financial constraints in terms of field survey expenditure.

The study can be conducted by considering more dimensions of learning organization in relation to total quality management .Population and area of research also can be expanded.