

Perceptions of Faculty Towards College Management: A Case Study

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The study is conducted to explore the perceptions of teachers towards management of colleges with reference to management of faculty and student-related factors. It is further analyzed by dividing colleges into higher and lower-ranked ones based on faculty-related factors. The results indicate that colleges which ranked higher for all faculty-related factors collectively—average of teaching environment, research environment, educational material, infrastructure and faculty motivation—showed significant difference of all student-related factors (education of students, placement of students and extracurricular activities) when compared with lower-ranked colleges. However, the difference in the teacher's perception for student-related factors of higher and lower-ranked colleges showed that colleges ranked higher for three factors, such as teaching environment, research environment and educational material. Only one factor, 'infrastructure', showed significant difference in extracurricular activities. 'Faculty motivation' showed significant difference for two of the student-related factors, such as 'education of students' and 'extracurricular activities'.

Introduction

There are two major problems in the management of colleges: (1) shortage of funds; and (2) allocation of funds for different activities in the colleges. The trends in the financing of higher education in India show that the share of government in total educational expenditure has increased over a period of time; the share of higher education in the total public education expenditure has declined, both in plan allocation and recurring expenditure, and student fees and endowments as a share of total resources for higher education have increased (Varghese, 2000). Abbott and Doucouliagos (2003) said that one solution to solving this problem (of limited sources) was to improve efficiency of management in educational institutions.

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Considerable strengthening of management is needed if educational institutions are to develop the capacity to change and to be relevant, purposeful and meaningful for the academic community and for the society as a whole (Bolton and Frederic, 1971). Accrediting agencies are also challenging colleges and universities to provide evidence of their performance in meeting their stated mission, purpose, goals and objectives, i.e., institutional effectiveness (White, 2007, p. 14). Therefore, management authorities of educational institutions cannot ignore the issues of institutional effectiveness. Cameron and Whetten (1981) indicated that by observing the effectiveness of management of organizations, it may be possible to predict the major problems, decisions and opportunities that an organization has to face and to provide some suggestions for appropriate responses. Cameron (1986) stated that consensus regarding the best or sufficient set of indicators of effectiveness is impossible to obtain.

Table 1: Commonly Used Models of Organizational Effectiveness

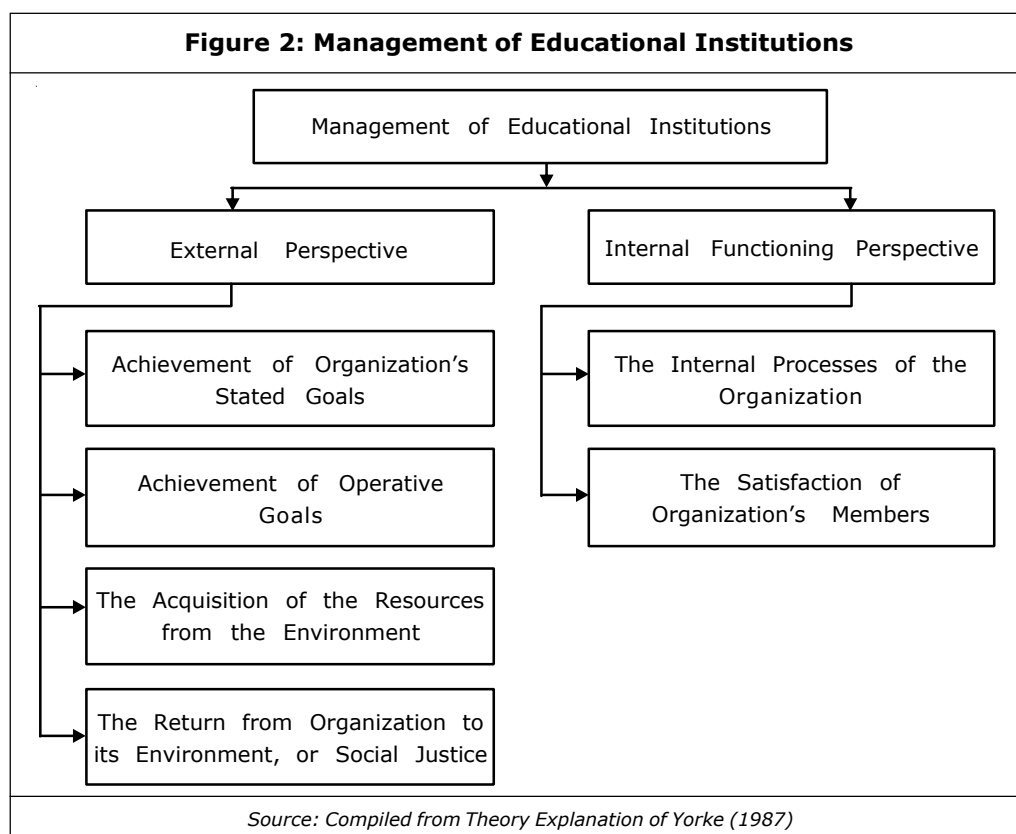
Model	Definition	When Useful
	An organization is effective to the extent...	The model is most preferred when...
Goal Model	It accomplishes its stated goals	Goals are clear, consensual, time-bound measurable
System Resource Model	It acquires needed resources	A clear connection exists between inputs and performance
Internal Resource Model	It has an absence of internal strain with smooth internal functioning	A clear connection exists between organizational processes and performance
Strategic Constituencies Model	All strategic constituencies are at least minimally satisfied	Constituencies have powerful influence on the organization, and it has to respond to demands
Competing Values Model	The emphasis on criteria in the four different quadrants meets consistency preferences	The organization is unclear about its own criteria, or change in criteria over time are of interest
Legitimacy Model	It survives as a result of engaging in legitimate activity	The survival or decline and demise among organizations is of interest
Fault-Driven Model	It has an absence of faults	Criteria of effectiveness are unclear, or strategies for improvement are needed
High Performing Systems Model	It is judged excellent relative to other similar organizations	Comparisons among similar organizations are desired

Source: Adapted from Cameron (1986)

The criteria are based on the values and preferences of individuals, authorities and no specifiable construct boundaries exist. Table 1 presents different models of effectiveness in an organization.

The concept of continuous improvement is one of the tenets of a management philosophy adopted by many organizations as a business strategy to promote quality performance (Ibekwe, 2006, p. 3). Institutional management in higher education is characterized by goal diversity and uncertainty, an arcane production technology, a non-competitive market, inadequate measures and monetary valuations for the inputs and outputs and diffuse decision-making, and severely limited managerial discretion over the acquisition and organization of inputs (Lindsay, 1982).

Figure 2 portrays different goals that an educational institution needs to achieve. The central goal of the management authorities, however, is the translation of the capabilities and talents of the faculty into significant educational results, and most decisions made on the college campus have a direct bearing on this objective (Troutman, 1976, p. 10). Therefore, many researchers are of the view that perceptions of the faculty about different management aspects of the educational institutions should be asked to improve the decisions of the management (Chen *et al.*, 2006). Pashiardis *et al.* (2005) also reviewed that the



views of subordinates can be used as a development tool for the evaluation of managers and leaders.

Literature Review

Bagalkoti *et al.* (2006) examined the perceptions of students about quality in higher education in a university of Karnataka, India. The study is based on the responses of 90 students and the results are derived with simple table and ratio analysis. The researcher investigated some indicators of quality management, such as, mode for entry into courses, nature of curriculum, quality of teaching, evaluation process and infrastructure. The results depicted that: (1) due to the wrong selection process, disinterested students may enter the course; (2) course structure is not rigorous enough to provide necessary skills to students; (3) teaching is less practical oriented; (4) evaluation process is perceived as not objective and transparent; and (5) development of infrastructure in the campus has not kept pace with the growth in the student number.

Pashiardis *et al.* (2005) investigated the perceptions of secondary school teachers regarding their Principal and leadership style. The research is carried out in a Portuguese secondary school with three main objectives: (1) to find out the perceptions of teachers regarding their principal and his/her leadership style; (2) to find out the perceptions of the Principal by regarding his/her own leadership style; and (3) to compare the teachers' perceptions with those of the Principal and find out if there are any discrepancies in their views. Questionnaires are given to 144 teachers containing nine dimensions: school climate, school leadership and management, curriculum development, personnel management, administration and fiscal management, student management, in-service professional development, relations with parents and the community, and problem solving and decision making. A semi-structured interview is conducted with the principal on areas identical to that of the questionnaire. The researchers found that there was an overall agreement between the teachers and the principal regarding the Principal's view on himself/herself and the teachers' perceptions of the Principal.

Mason *et al.* (1995) investigated the influence of various teachers, students and course characteristics on three aggregate measures of faculty performance such as: (1) quality of lecture; (2) quality of instruction; and (3) overall value of the course. The study is based on Student Instructional Data (SIR), collected from 5,745 students from the economics department, University of North Florida, USA. Results showed that those teacher characteristics, one would expect to appeal to the students, generated positive influences on the aggregate questions. The courses that generated lower grades created lower overall evaluation for the professors involved. The paper also recommended a procedure for comparing SIR scores across faculty members that corrects for those factors beyond the instructor's control, in order to evaluate individual faculty members' teaching more correctly.

Kealy and Rockel (1987) examined the relative importance of factors that affect students' perceptions of college quality. A sample of 1,424 applicants was collected from Colgate University of America in 1984. The research obtained four dimensions of perceived college quality: (1) academic quality; (2) social atmosphere; (3) location of the campus; and (4) athletic quality. The researchers regressed each of these measures of perceived quality on all of the independent variables, that were thought to influence perceptions, such as significant persons, written materials, admission activities and characteristics of individual student. The researchers concluded that: (a) high school faculty, college students, alumni, college faculty and parents are highly influential across all dimensions of perceived college quality; (b) printed materials expressing college quality did not give a significant influence even when controlling other influencing factors; (c) college admission officers are not significant influencers; and (d) students' personal characteristics like academic rating application for financial aid, academic interest in social sciences/humanities, sports ability, etc., are significant influencers which affect students' perceptions of college quality.

Johnstone and Agustiar (1983) identified broad indicators which are seen by the teaching staff to be important for evaluating an institution of higher education and reflection (if any) of characteristics of the institutions on these indicators. The sample of respondents was selected from six higher education institutions of Indonesia. All institutions were located in Java comprising two universities, two Institutes of Higher Teacher Training (IKIP) and two state Institutes for Islamic Studies (IAIN). A sample of 125 teachers was selected for the study and the response rate of 72% was achieved. The researchers empirically identified the seven criteria for indicators addressing quite disparate features of an institution's environment: (1) size of institution; (2) output quantity considerations; (3) student success in completing a degree in a reasonable time; (4) students' academic performance; (5) quality of teaching staff; (6) students' characteristics; and (7) total enrollment. For the second objective of the study, researchers analyzed opinions on the usefulness of evaluating an institution of higher education based on the seven factors that did not appear to be influenced by the conditions of the employing institutions.

A review of literature suggested that the studies related to the perceptions of teachers regarding college management are lacking in the literature, especially in the Indian context. Secondly, no study has been done to find the relationship between the teachers and student-related factors. Therefore, this research is the only one of its kind conducted in the Indian context.

Need of the Study and Objectives

College management is becoming important in the current times when scarcity of funds is getting aggravated. The management of colleges has its impact on two major stakeholders, i.e., teachers and students. Chen *et al.* (2006) reviewed that employee (teachers) and customer (student) satisfaction influence the

organizational performance. College management authorities need to manage both efficiently by implementing better and better administrative strategic planning. Many factors in teachers and students to be managed are correlated. Nebeker *et al.* (2001) stated that to satisfy the customers (students) in an organization, employees must be satisfied. Therefore, better management of the former will have positive effects on the latter. But, no empirical study has so far been conducted on the notion that colleges where faculty management is relatively well-professed, the student management is also better in those colleges and significantly better in those colleges that do not perceive healthier faculty management. So, the need for this study is:

- To explore the perceptions of the teachers towards management of colleges with reference to management of faculty and student-related factors; and also to analyze this aspect further by dividing the colleges into higher and lower-ranked colleges based on faculty-related factors; and
- To examine the difference (if any) of the perceptions of teachers for student-related factors in colleges ranked higher or lower making faculty-related factors as the basis.

Research Methodology

The paper is a case study of the colleges run by an organization called Shiromani Gurdwara Parbandhak Committee (SGPC) in Punjab. This survey was conducted during August 2007 to April 2008 on all 16 colleges run by SGPC (Table 2). A questionnaire is prepared with the help of a literature review (Appendix 2). The respondents have been asked to express their level of agreement/disagreement on a five-point Likert scale ranging from 1 to 5, where 1 indicates 'strongly agree' with the statement described by a certain questionnaire item, 2 indicates 'agree', 3 indicates 'neutral', 4 indicates 'disagree' and 5 indicates 'strongly disagree'.

The two types of questions related to faculty (53 statements) and students (18 statements) for college management are included in the questionnaire. As teachers are the only respondents of the study, all the statements of college management, except the ones related to students, are included in faculty-related questions.

The technique of convenience sampling is used for choosing the sample. A total of 235 teachers were approached to examine the perceptions regarding college management. Teachers of every college were given 15 questionnaires, except 'Mata Damodari Kanya Maha Vidyalaya', as they employed less teachers due to their number of courses being only two (BA and MA History). Therefore, only 10 questionnaires were given to teachers of this college.

It was found that two questionnaires were incomplete and were, thus excluded from the analysis. Therefore, the effective sample size was 87, yielding a response rate of 37%. The response rate was low as teachers were hesitant in submitting their views about sensitive issues of college management. Formulas

S. No.	Name of Colleges	College Code	Sample Size
1.	Mata Gujri College, Fatehgarh Sahib	I	4
2.	Shri Guru Teg Bahadur Khalsa College, Shri Anandpur Sahib	II	5
3.	Guru Nanak College, Moga	III	3
4.	Babbar Akali Memorial Khalsa College, Garhshankar	IV	6
5.	Khalsa College, Patiala	V	4
6.	Guru Nanak College, Budhlada	VI	5
7.	Khalsa College Garhdiwala	VII	7
8.	Sant Baba Dalip Singh Memorial Khalsa College Dumeli, Kapurthala	VIII	7
9.	Mata Sahib Kaur Girls College, Talwandi Sabo	IX	5
10.	Mata Ganga College for Girls, Kotan	X	6
11.	Guru Nanak Khalsa College, Daroli Kalan, Jalandhar	XI	6
12.	Tre-Shatabadi Guru Gobind Singh Khalsa College, Amritsar	XII	10
13.	Mata Damodari Kanya Maha Vidyalaya, Daroli Bhai	XIII	3
14.	Guru Nanak College for Girls, Muktsar	XIV	7
15.	Guru Gobind Singh Khalsa College for Women, Jharh Sahib	XV	6
16.	Guru Nanak Khalsa College, Batala	XVI	3
Total			87

of mean and median were used to distribute colleges in higher and lower-ranked categories. Comparison of perceptions of faculty for student-related factors in higher and lower-ranked colleges are made with the help of *t*-test.

Results

Objective 1

To divide the colleges into higher and lower-ranked based on faculty-related factors, the averages (mean) of all the factors for all colleges are calculated (Appendix 1 – Table A1). Thereafter, the median is calculated for the averages of the first factor of all colleges. The colleges having lower mean value than the median are given (+) code and considered higher-ranked (lower mean value indicates favorable response). On the other hand, colleges with higher mean are considered lower- ranked and given (-) code. The resultant division of colleges (higher and lower- ranked) for the first factor is shown in column R1 of Table A2 (Appendix 1). Similarly, higher and lower-ranked colleges for other factors are also

shown in columns R2, R3, R4, R5 and R6 (R6 is ranking based on the AVG of faculty-related factors).

Objective 2

To achieve the second objective, i.e., to investigate the difference (if any) in the teachers perceptions for student-related factors of higher and lower-ranked colleges based on faculty-related factors (Appendix 1 – Table A3), the following procedure is followed. Grouping of higher and lower-ranked colleges as calculated in the results of the first objective (R6) is taken as independent grouping. This independent grouping is applied to student-related factors, such as education of students, placement of students and extracurricular activities of students. The resultant division of groups is compared with the help of *t*-test. The results are shown in Table 3 which indicated that all student-related factors have shown significant difference in higher and lower-ranked colleges.

Table 3: <i>t</i>-test Results of Student Factors in Groups of Colleges Ranked as 'Average of Faculty Factors'					
Faculty Related Factor	Student Related Factors	Mean Higher Ranked Colleges	Mean Lower Ranked Colleges	<i>t</i>-Score	Significance
AVG	Education of Students	2.46	3.02	-2.630*	0.020
	Placement of Students	2.82	3.49	-3.206*	0.006
	Extracurricular Activities of Students	1.54	2.35	-4.924*	0.000
Note: * significant at 0.05 or better level; and ** significant at 0.10 level.					

To trace the difference of student-related factors (education of students, placement of students, extracurricular activities of students) in higher and lower-ranked colleges on the basis of each of faculty-related factors, the following procedure is followed. Firstly, grouping of 'teaching environment' is taken as independent grouping and applied to 'education of students', 'placement of students' and 'extracurricular activities of students', and the resultant groups of colleges are compared with the help of *t*-test. Similarly, grouping of 'research environment', 'educational material', 'infrastructure' and 'faculty motivation' are applied to student-related factors and comparisons of *t*-test are made on higher and lower-ranked groups of colleges.

Table 4 shows that colleges ranked higher for teaching environment, research environment and educational material indicated significant difference for all the student-related factors as compared with the lower-ranked colleges. Whereas, colleges ranked higher for 'infrastructure' showed significant difference in 'extracurricular activities' only. And colleges ranked higher for 'faculty motivation' showed significant difference for two of the student-related factors, namely 'education of students' and 'extracurricular activities'.

Table 4: Comparison of Student Factors in Higher and Lower Ranked Colleges by t-test					
Faculty Related Factor	Student Related Factors	Mean Higher Ranked Colleges	Mean Lower Ranked Colleges	t-Score	Significance
Teaching Environment	Education of Students	2.44	3.04	-2.951*	0.011
	Placement of Students	2.91	3.40	-2.029**	0.062
	Extracurricular Activities of Students	1.72	2.17	-1.827**	0.089
Research Environment	Education of Students	2.46	3.02	-2.630*	0.020
	Placement of Students	2.82	3.49	-3.206*	0.006
	Extracurricular Activities of Students	1.54	2.35	-4.924*	0.000
Educational Material	Education of Students	2.52	2.97	-2.070**	0.057
	Placement of Students	2.81	3.49	-3.357*	0.005
	Extracurricular Activities of Students	1.65	2.24	-2.642*	0.019
Infrastructure of College	Education of Students	2.59	2.893	-1.219	0.243
	Placement of Students	3.00	3.30	-1.178	0.272
	Extracurricular Activities of Students	1.64	2.25	-2.781*	0.015
Faculty Motivation	Education of Students	2.41	3.07	-3.462*	0.004
	Placement of Students	2.95	3.35	-1.612	0.129
	Extracurricular Activities of Students	1.61	2.28	-3.293*	0.005

Note: * significant at 0.05 or better level; and ** significant at 0.10 level.

Conclusion

Colleges ranked higher for all the faculty-related factors on an average (teaching environment, research environment, educational material, infrastructure and faculty motivation) and showed significant difference for all the student-related factors (education of students, placement of students and extracurricular activities) when compared with lower-ranked colleges.

However, the difference in the perception of teachers for student-related factors in higher and lower-ranked colleges based on each faculty-related factor showed that colleges ranked higher for the three factors, such as teaching environment, research environment and educational material; and displayed significant difference for all the student-related factors, such as education, placement and extracurricular activities of students. Whereas one faculty factor, 'infrastructure' showed significant difference of extracurricular activities only, the remaining faculty factors (faculty motivation) showed significant difference for two

student-related factors such as, 'education of students' and 'extracurricular activities'. Practical implications of the study are:

- If colleges want to ameliorate education of students in colleges, they should improve teaching environment, research environment, educational material and faculty motivation.
- If colleges desire better placement of students in colleges, they should provide healthier teaching environment, research environment and educational material.
- If colleges want to improve extracurricular activities, they should make beneficial additions to all factors such as, teaching environment, research environment, educational material, infrastructure and motivation of college faculty.

This study may help management planning to be better implemented by knowing that pumping of which faculty-factors will boost which student-factors. Therefore, management of colleges is likely to improve. The results of the study, however, are based on the facts that factors included in the study may or may not depend on each other, the relation between these factors could be by chance or otherwise.

The results could not be generalized as they depend on a small sample of a particular type of colleges. The study can be used as framework for future studies and a basis for further research in other type of colleges with a larger sample. ✕

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Appendix 1

Table A1: Means of Factors									
Rank	TE	RE	EM	IC	FM	AVG	ES	PS	EC
I	1.90	2.44	2.13	1.72	2.13	2.06	2.13	2.25	1.60
II	2.35	3.23	2.95	2.43	2.83	2.76	2.50	3.20	1.80
III	2.73	3.33	3.63	2.17	2.81	2.93	3.00	4.33	2.47
IV	2.22	2.96	2.77	1.85	2.36	2.43	2.67	3.07	1.47
V	2.27	3.25	2.63	2.38	2.48	2.60	1.83	2.39	1.20
VI	2.57	3.05	2.88	2.73	3.24	2.89	3.40	3.29	1.92
VII	2.67	3.34	3.18	3.11	3.04	3.07	2.74	3.29	2.23
VIII	3.21	3.43	3.29	3.32	3.47	3.34	3.71	3.73	2.69
IX	2.53	2.80	2.85	1.75	2.54	2.50	2.73	2.34	1.12
X	2.77	3.58	3.02	2.21	3.57	3.03	2.97	3.52	2.20
XI	2.63	3.40	3.25	2.73	2.83	2.97	3.03	3.48	2.10
XII	2.27	3.59	2.93	3.25	2.95	3.00	2.68	3.10	2.76
XIII	2.64	3.29	3.92	2.92	3.62	3.28	2.72	3.19	2.60
XIV	2.04	2.82	2.18	1.77	2.17	2.20	2.12	2.86	1.34
XV	1.89	3.23	3.04	2.44	2.32	2.58	2.33	3.17	1.87
XVI	2.47	3.67	3.08	2.38	3.02	2.92	3.28	3.24	1.73

Note: TE: Teaching Environment; RE: Research Environment; EM: Education Material; IC: Infrastructure; FM: Faculty Motivation; ES: Education of Students; PS: Placement of Students; EC: Extracurricular activities; AVG: Average of TE, RE, EM, IC and FM.

Appendix 1 (Cont.)

Table A2: Division of Colleges in Higher and Lower-Ranked Based on Faculty Factors																								
COL	Median Fac. 1 =2.50		R1		Median Fac. 2 =3.27		R2		Median Fac. 3 =2.99		R3		Median Fac. 4 =2.40		R4		Median Fac. 5 =2.83		R5		Median Fac. AV =2.91		R6	
	TE		RE		EM		IC		FM		AV		AV		AV		AV							
I	1.90	-	I	2.44	-	I	2.13	-	I	1.72	-	I	2.13	-	I	2.06	-	I	2.06	-	I	2.06	-	I
II	2.35	-	II	3.23	-	II	2.95	-	II	2.43	+	III	2.83	-	II	2.76	-	II	2.76	-	II	2.76	-	II
III	2.73	+	IV	3.33	+	IV	3.63	+	IV	2.17	-	IV	2.81	-	III	2.93	+	III	2.93	+	III	2.93	+	IV
IV	2.22	-	V	2.96	-	V	2.77	-	V	1.85	-	V	2.36	-	IV	2.43	-	IV	2.43	-	IV	2.43	-	V
V	2.27	-	XII	3.25	-	VI	2.63	-	VI	2.38	-	IX	2.48	-	V	2.60	-	V	2.60	-	V	2.60	-	VI
VI	2.57	+	XIV	3.05	-	IX	2.88	-	IX	2.73	+	X	3.24	+	IX	2.89	-	IX	2.89	-	IX	2.89	-	IX
VII	2.67	+	XV	3.34	+	XIV	3.18	+	XII	3.11	+	XIV	3.04	+	XIV	3.07	+	XIV	3.07	+	XIV	3.07	+	XIV
VIII	3.21	+	XVI	3.43	+	XV	3.29	+	XIV	3.32	+	XVI	3.47	+	XV	3.34	+	XV	3.34	+	XV	3.34	+	XV
IX	2.53	+	III	2.80	-	III	2.85	-	III	1.75	-	II	2.54	-	VI	2.50	-	VI	2.50	-	VI	2.50	-	III
X	2.77	+	VI	3.58	+	VII	3.02	+	VII	2.21	-	VI	3.57	+	VII	3.03	+	VII	3.03	+	VII	3.03	+	VII
XI	2.63	+	VII	3.40	+	VIII	3.25	+	VIII	2.73	+	VII	2.83	+	VIII	2.97	+	VIII	2.97	+	VIII	2.97	+	VIII
XII	2.27	-	VIII	3.59	+	X	2.93	-	X	3.25	+	VIII	2.95	+	X	3.00	+	X	3.00	+	X	3.00	+	X
XIII	2.64	+	IX	3.29	+	XI	3.92	+	XI	2.92	+	XI	3.62	+	XI	3.28	+	XI	3.28	+	XI	3.28	+	XI
XIV	2.04	-	X	2.82	-	XII	2.18	-	XIII	1.77	-	XII	2.17	-	XII	2.20	-	XII	2.20	-	XII	2.20	-	XII
XV	1.89	-	XI	3.23	-	XIII	3.04	+	XV	2.44	+	XIII	2.32	-	XIII	2.58	-	XIII	2.58	-	XIII	2.58	-	XIII
XVI	2.47	-	XIII	3.67	+	XVI	3.08	+	XVI	2.38	-	XV	3.02	+	XVI	2.92	+	XVI	2.92	+	XVI	2.92	+	XVI

Appendix 1 (Cont.)

R1	Student Factors			R2	Student Factors			R3	Student Factors			R4	Student Factors			R5	Student Factors			R6	Student Factors		
	ES	PS	EC		ES	PS	EC		ES	PS	EC		ES	PS	EC		ES	PS	EC		ES	PS	EC
	Lower-Ranked Colleges				Higher-Ranked Colleges				Lower-Ranked Colleges				Higher-Ranked Colleges				Lower-Ranked Colleges				Higher-Ranked Colleges		
I	2.13	2.25	1.60	I	2.13	2.25	1.60	I	2.13	2.25	1.60	I	2.13	2.25	1.60	I	2.13	2.25	1.60	I	2.13	2.25	1.60
II	2.50	3.20	1.80	II	2.50	3.20	1.80	II	2.50	3.20	1.80	III	3.00	4.33	2.47	II	2.50	3.20	1.80	II	2.50	3.20	1.80
IV	2.67	3.07	1.47	IV	2.67	3.07	1.47	IV	2.67	3.07	1.47	IV	2.67	3.07	1.47	III	3.00	4.33	2.47	IV	2.67	3.07	1.47
V	1.83	2.39	1.20	V	1.83	2.39	1.20	V	1.83	2.39	1.20	V	1.83	2.39	1.20	IV	2.67	3.07	1.47	V	1.83	2.39	1.20
XII	2.68	3.10	2.76	VI	3.40	3.29	1.92	VI	3.40	3.29	1.92	IX	2.73	2.34	1.12	V	1.83	2.39	1.20	VI	3.40	3.29	1.92
XIV	2.12	2.86	1.34	IX	2.73	2.34	1.12	IX	2.73	2.34	1.12	X	2.97	3.52	2.20	IX	2.73	2.34	1.12	IX	2.73	2.34	1.12
XV	2.33	3.17	1.87	XIV	2.12	2.86	1.34	XII	2.68	3.10	2.76	XIV	2.12	2.86	1.34	XIV	2.12	2.86	1.34	XIV	2.12	2.86	1.34
XVI	3.28	3.24	1.73	XV	2.33	3.17	1.87	XIV	2.12	2.86	1.34	XVI	3.28	3.24	1.73	XV	2.33	3.17	1.87	XV	2.33	3.17	1.87
III	3.00	4.33	2.47	III	3.00	4.33	2.47	III	3.00	4.33	2.47	II	2.50	3.20	1.80	VI	3.40	3.29	1.92	III	3.00	4.33	2.47
VI	3.40	3.29	1.92	VII	2.74	3.29	2.23	VII	2.74	3.29	2.23	VI	3.40	3.29	1.92	VII	2.74	3.29	2.23	VII	2.74	3.29	2.23
VII	2.74	3.29	2.23	VIII	3.71	3.73	2.69	VIII	3.71	3.73	2.69	VII	2.74	3.29	2.23	VIII	3.71	3.73	2.69	VIII	3.71	3.73	2.69
VIII	3.71	3.73	2.69	X	2.97	3.52	2.20	X	2.97	3.52	2.20	VIII	3.71	3.73	2.69	X	2.97	3.52	2.20	X	2.97	3.52	2.20
IX	2.73	2.34	1.12	XI	3.03	3.48	2.10	XI	3.03	3.48	2.10	XI	3.03	3.48	2.10	XI	3.03	3.48	2.10	XI	3.03	3.48	2.10
X	2.97	3.52	2.20	XII	2.68	3.10	2.76	XIII	2.72	3.19	2.60	XII	2.68	3.10	2.76	XII	2.68	3.10	2.76	XII	2.68	3.10	2.76
XI	3.03	3.48	2.10	XIII	2.72	3.19	2.60	XV	2.33	3.17	1.87	XIII	2.72	3.19	2.60	XIII	2.72	3.19	2.60	XIII	2.72	3.19	2.60
XIII	2.72	3.19	2.60	XVI	3.28	3.24	1.73	XVI	3.28	3.24	1.73	XV	2.33	3.17	1.87	XVI	3.28	3.24	1.73	XVI	3.28	3.24	1.73

Appendix 2

Questionnaire

Faculty-Related Questions

Teaching Environment

- The college has good educational environment for developing academic and intellectual qualities/capabilities of the teachers.
- There is comprehensive strategy for developing, testing and disseminating teaching and learning material.
- The teachers usually get the subject of their interest/specialization for teaching.
- Period and number of breaks after lectures are sufficient.
- The workload of teachers is excessive.
- Teaching work suffers due to 'other' work assigned to the teachers.
- Relationship of teachers with students is supportive and congenial.
- Administrative personnel are quite helpful towards the teaching faculty.
- Inter faculty and intra faculty relation is healthy and favorable.
- Staff which is politically connected gets undue favors.
- In the selection and promotion of the staff extraneous factors (other than merit) are involved.
- There is an atmosphere of mutual trust and fellow feeling among the members of the teaching faculty.
- Informal/formal groups of students and teachers, respectively, are used to the advantage of the college.
- Proper monitoring and evaluation is there to keep teaching and learning material under review.
- Platform for overall personality development is available.

Research Environment

- Amount of budget spent on research development is satisfactory.
- Separate rooms are available to the teachers.
- Facilities available in the office rooms are sufficient.
- Library collection for research in college is sufficient.
- Uninterrupted internet facility is available.

Appendix 2 (Cont.)

- A number of seminars and conferences are organized by the college.
- Number of articles published by the college teachers is satisfactory.
- There is research plagiarism in the college.

Education Material

- There is a provision for facilities like, projectors, multimedia, to deliver the lectures.
- Stationery and other relevant important material for delivering the lecture is provided easily.
- Library is rich and updated with material related to the subject of teaching.
- Library possesses digital data (CDs, VCDs, Subject Cassettes)
- Teachers are informed regularly about updated library collection.
- Laboratories have all the essential equipment and requisite material.
- Ratio between number of students and equipment in laboratory is quite satisfactory.
- Proper internet facility is available.

Infrastructure of College

- Lecture halls are fully equipped.
- Well maintained staff rooms, committee rooms and study rooms are there.
- Sufficient playgrounds and sports material is available for students.
- College has sufficient facilities of recreation.
- Facilities of fresh drinking water, washroom and common rooms are nearby.
- Mess and/or canteen facility is/are satisfactory.
- Enough space for parking is available.
- Security and discipline is maintained properly.

Faculty Motivation

- Amount spent on staff development is satisfactory in the college.
- My suggestions on the well-being of the college are duly considered by the management staff.
- Teachers are encouraged to put forward new ideas.
- Teachers are involved in decision-making of the college.

Appendix 2 (Cont.)

- Teachers are given adequate channels to express my grievances and grievances are redressed promptly.
- Each faculty member gets sufficient chance to attend various seminars, conferences, workshops and refresher courses to update his/her knowledge.
- Contributions of teachers are duly recognized by the college through honor, awards and increments, etc.
- The college assigns duties fairly.
- Staff development programs are well-planned.
- Inductions, training opportunities and support for new teachers are adequate.
- Sufficient salary and perks are provided.
- Salaries are distributed.
- Sufficient promotion avenues are available.
- I feel proud to be part of this college.

Students-Related Questions

Education of Students

- College makes sufficient efforts to cover up the knowledge gaps of students with different course backgrounds.
- Guest lectures are arranged frequently.
- Outstanding dignitaries called for guest lectures come up to expectation.
- The college pays considerable attention to student's moral development.
- Educational or industrial visits are organized frequently.
- Sufficient student exchange programs are organized.

Placement of Students

- College placement cell functions effectively.
- Career counseling sessions are conducted regularly.
- Students participate actively in the placement activities.
- Number of on-college placement is high.
- Students pursuing job-oriented courses get placement earlier than students of other colleges.

Appendix 2 (Cont.)

- Interested pass-out students mostly get easy admissions in higher education courses.
- College students appearing for competitive exams have a good passing rate.

Extracurricular Activities of Students

- College pays sufficient attention to extra curricular activities.
- The college encourages students to take part in extra curricular activities.
- College emphasizes on developing sports activities.
- Students are given sufficient scholarships for participation in sports.
- College has improved its performance significantly in terms of sports, extra-curricular activities etc., in the recent past.

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