

# A Study on the Effectiveness of Administrative Autonomy among the Government and Non-Government Autonomous Colleges in Orissa

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## ABSTRACT

*This study endeavoured to find out and compare the effectiveness of Administrative Autonomy in the Government and Non-Government Autonomous Colleges in Orissa. **Sample:** Following the purposive random sampling method sample was selected (N=322 teachers: Male: 172 and female: 150) from 12 Government and 4 Non-Government Autonomous Colleges of Orissa. Out of the 322 college teachers, 221 teachers from Government Colleges and 101 teachers from Non-Government Colleges. To measure the effectiveness of Administrative Autonomy a 'Questionnaire on the Effectiveness of Administrative Autonomy of Higher education Institution' has been developed by the Researcher (2014) with reliability value of .69 by Cronbach's alpha. **Results:** The effectiveness of Administrative Autonomy of the Non-Government Colleges is significantly higher than the effectiveness of Administrative Autonomy of the Government Colleges. The Male teachers of Non-Government Colleges have found the Administrative Autonomy of their institutions as more effective than that of their male counterpart of the Government Colleges. 3) The Female teachers of Non-Government Autonomous Colleges have also found the Administrative Autonomy of their institutions as more effective than that of their female counterpart of the Government Autonomous Colleges.*

**Key words:** Administrative Autonomy, Govt. Colleges, Non-Govt Colleges.

## INTRODUCTION

In any field of human activity, quantity and quality are equally important. The same is applicable in the field of education. Present society demands interdisciplinary knowledge which is one of the most important features of the present higher education system. Development of quality and visionary approach always begins with top level of management.

Mere expansion of education is not sufficient. What is needed is quality education which can be achieved through autonomy. It is anticipated that autonomy has a potential to enhance the efficiency and quality of a higher educational institution. Autonomy can also initiate increased democratization and reduction in regulation. The CABE Committee was of the view that autonomy of higher education institutions is a prerequisite for enabling them to achieve their goals and objectives. An honest exercise of autonomy (academic, administrative and financial) will lead to make the higher education institutions centres of innovations, excellence and development.

CABE Committee emphasized that the issues dealing with academic, administrative and financial autonomy of higher education institutions are interrelated and cannot be discussed in isolation. For the sake of administrative autonomy, the unit should be the college and that colleges can come together to form universities. The College should have the autonomy power to lay down most of the rules based on a larger unit, that is, the university.

Administrative autonomy enables the faculty to participate in the decision making process of the college pertaining to the general administrative functioning of the college, including working hours and infrastructure. The new form of management in the university and colleges should encourage speedy decision making, networking, team effort and collective responsibility to meet the challenges of the new millennium.

The move towards autonomy has been noticeably gradual in India. The growth in the number of autonomous colleges has been slow in India. The number of autonomous colleges is concentrated in a few geographical locations like the states of Tamil Nadu, Andhra Pradesh, Odisha and Madhya Pradesh (Deepa A., 2006).

The present study has endeavoured to find out whether there is any difference between the Government and Non-Government Autonomous colleges in Orissa with respect to the effectiveness of Administrative autonomy.

## Review of Literature

Deepa, A. (2006) has reported that Tamil Nadu has the highest number of autonomous colleges with 172 such colleges. Other worrisome trends taken note of is the fact that more private colleges have opted for

autonomy than government colleges and that more autonomous colleges are situated in urban areas than in rural areas. This apparent disparity in the number of autonomous colleges is the calls for in-depth analysis. The constitution of the Academic Council varies widely from college to college, especially in the number of experts from various fields nominated by the Governing Council. The faculty of the college felt that the inclusion of experts in the council gave them an edge over other colleges with fewer numbers of such experts as their participation in revising courses and other academic matters contributed greatly to align them as per the current trends in various fields, thereby improving employability. In other private management autonomous colleges, the Academic Council has been functioning smoothly, with regular meetings and approval of revisions of courses (Nikhitha & Patrick, 2016).

### OBJECTIVES OF THE STUDY

- 1) To find out whether there is any difference between the Government and Non-Government colleges in Orissa in relation to the effectiveness of Administrative autonomy.
- 2) To find out whether the Male Teachers of Government Autonomous Colleges differ from the Male Teachers of Non-Government Autonomous Colleges with respect to their perception of effectiveness of Administrative Autonomy.
- 3) To find out whether the Female Teachers of Government Autonomous Colleges differ from the female Teachers of Non-Government Autonomous Colleges with respect to their perception of effectiveness of Administrative Autonomy.

### HYPOTHESES OF THE STUDY

**Ho1:** There will be no significant difference between the Government and Non-Government Autonomous Colleges in Orissa with respect to the effectiveness of Administrative Autonomy.

**Ho2:** The Male Teachers of Government Autonomous Colleges will not differ significantly from the Male Teachers of Non-Government Autonomous Colleges with respect to their perception of effectiveness of Administrative Autonomy.

**Ho3:** The Female Teachers of Government Autonomous Colleges will not differ significantly from the female Teachers of Non-Government Autonomous Colleges with respect to their perception of effectiveness of Administrative Autonomy.

### METHODOLOGY

In the present study, the descriptive Survey Method was followed.

- **Sample:** Method of Purposive Random Sampling was followed for collection of data. In the present study, 322 teachers (N=322, Male: 172 & female: 150) were selected from 12 Government and 4 Non-Government Autonomous Colleges in Orissa.
- **Tools Used:**

The Questionnaire included a) A general section eliciting the profile and the type of category of the institution as well as the length of its establishment and b) To measure the Effectiveness of Administrative Autonomy of the Autonomous Colleges a 'Questionnaire on Effectiveness of Autonomy in Higher Education Institutions' was developed by the Researcher (2014) with a reliability value of .84 by Cronbach's alpha. This questionnaire has three domains: i) 'Questionnaire on the Effectiveness of Academic Autonomy'- with reliability value of .82, ii) 'Questionnaire on the Effectiveness of Financial Autonomy'- with reliability value of .75, and iii) 'Questionnaire on the Effectiveness of Administrative Autonomy'- with reliability value of .69 by Cronbach's alpha. This questionnaire was adopted after the 'Questionnaire on Autonomy of Higher Education Institutions' by Batra, Renu (2005): CABE Committee on Autonomy of Higher Education Institutions (CABE-COAHEI). For the present study, the 'Questionnaire on the Effectiveness of Administrative Autonomy' was used and responses were sought on a five point Likert Scale.

### RESULTS

**Table 1: 't' value showing the significant difference between the Government and Non-Government Autonomous Colleges in relation to the Effectiveness of Administrative Autonomy.**

Variable	Difference Between	N	Mean	S.D.	SE <sub>D</sub>	df	t-value
Effectiveness of Administrative Autonomy	Government Autonomous Colleges	221	57.86	6.474			

	Non-Government Autonomous Colleges	101	62.20	3.688	.691	320	- 6.288**
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\*\*Significant at 0.01 level.

**Table 1** depicts that the mean value (M=57.86) of the Government Autonomous Colleges is lesser than the mean value (M=62.20) of the Non- Government Autonomous colleges in relation to their Effectiveness of Administrative Autonomy. The obtained t-value is -6.288 with df =320, which is much higher than the table value of 2.576 at .01 level of significance. Hence, **Ho1 is rejected** and concluded that the effectiveness of Administrative Autonomy of the Non-Government Autonomous Colleges is significantly higher than the effectiveness of Administrative Autonomy of the Government Autonomous Colleges in Orissa.

**Table 2: 't' value showing the significant difference between the Male Teachers of Government and Non-Government Autonomous Colleges in relation to their perception of the Effectiveness of Administrative Autonomy.**

Variable	Difference Between	N	Mean	S.D.	SE <sub>D</sub>	df	t-value
Effectiveness of Administrative Autonomy	Male Teachers of Government Autonomous Colleges	116	57.46	6.293	.924	170	- 4.165**
	Male Teachers of Non-Government Autonomous Colleges	56	61.30	4.094			

\*\*Significant at 0.01 level.

**Table 2** showed that the mean value (M=57.46) of the perception of Effectiveness of Administrative Autonomy of the Male Teachers of Government Autonomous Colleges is lesser than the mean value (M=61.30) of the Male Teachers of Non- Government Autonomous colleges in Orissa. The obtained t-value is -4.165 with df =170, which is much higher than the table value of 2.576 at .01 level of significance. Hence,

**Ho2 is rejected** and concluded that the Male Teachers of Non-Government Autonomous Colleges have found the Administrative Autonomy of their institution as more effective than that of their counterpart from Government Autonomous Colleges.

**Table 3: 't' value showing the significant difference between the Female Teachers of Government and Non-Government Autonomous Colleges in relation to their perception of the Effectiveness of Administrative Autonomy.**

Variable	Difference Between	N	Mean	S.D.	SE <sub>D</sub>	df	t-value
Effectiveness of Administrative Autonomy	Female Teachers of Government Autonomous Colleges	105	58.30	6.671	1.032	148	-4.860**
	Female Teachers of Non-Government Autonomous Colleges	45	63.31	2.770			

\*\*Significant at 0.01 level.

**Table 3** showed that the mean value (M=63.31) of the perception of Effectiveness of Administrative Autonomy of the Female Teachers of Non-Government Autonomous Colleges is higher than the mean value (M=58.80) of Government Autonomous colleges in Orissa. The obtained t-value is -4.860 with df =148, which is much higher than the table value of 2.576 at .01 level of significance. Hence, **Ho3 is rejected** and concluded that the Female Teachers of Non-Government Autonomous Colleges have found the

administrative autonomy of their institution as more effective than that of their counterpart from Government Autonomous Colleges.

### INTERPRETATIONS

On the basis of the present findings, it can be stated that the Administrative Autonomy of the Non-Government Autonomous Colleges is more effective than the Government Autonomous Colleges in Orissa. The finding has also shown that the Male Teachers of Non-Government Autonomous Colleges have found the Administrative Autonomy of their institution as more effective than that of their counterpart from the Government Autonomous Colleges. It can further be stated that the Female Teachers of Non-Government Autonomous Colleges have found the Administrative Autonomy of their institution as more effective than that of their counterpart from the Government Autonomous Colleges. Responses were sought in relation to the question of how effective the different issues related to Administrative Autonomy are. The possible reasons behind the present findings might be the Non-Government Autonomous colleges have generated their own funds and resources for better self-reliance and for improvement in the infrastructure requirements. The teachers from Non-Government Autonomous Colleges have also reported that their institution enjoys the freedom to design academic programme in order to meet the societal needs, freedom to expand in those areas where they have the real potential, freedom to set standards and procedures for student admission, freedom to decide tuition fee and other fees, etc. and in the case of Administration they get equal opportunity in decision making too.

### CONCLUSIONS

It can be concluded that the effectiveness of Administrative Autonomy of the Non-Government Autonomous Colleges is significantly higher than the effectiveness of Administrative Autonomy of the Government Autonomous Colleges in Orissa. Important checks here should be taken that the administrative autonomy of the Government Autonomous Colleges will not fall prey to market pressures. The government colleges should pay attention to generate their own fund and resources for better self-reliance and for improvement in the infrastructure requirements that are becoming all the more demanding in the present knowledge era. Timely disbursement of fund from UGC and state govt. might smoothen the administrative functions of the Government Autonomous colleges in Orissa.

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