



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT AND MANAGEMENT

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ASSESSING THE EFFECTIVENESS OF FRONTLINE MANAGERS IN PUBLIC SECTOR COLLEGES OF PAKISTAN

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ABSTRACT

Often debated deterioration in the functioning of public sector colleges in Pakistan in general is the rationale of this particular study. The present empirical study is delimited to qualitative assessment of the effectiveness of the Frontline Managers (the principals) of the 35 selected public sector postgraduate peripheral colleges in the Punjab, Pakistan. The study is based on the perceptions of the senior-most staff members from the teaching staff of the colleges under study about their principals. Questionnaires and interviews both structured & unstructured were used for eliciting responses from the respondents. Observations were also used as a tool for triangulation purposes. The data so obtained was tabulated and analyzed using SPSS 15. Analysis of the data revealed that the frontline managers (principals) of these peripheral colleges were barely effective. Some interesting insights were perceived in the colleges under study. Politicized culture, tuition mafia, sponsor- protégé relationships, and no-work culture were some of them. There is considerable room for improvement regarding effectiveness in these colleges.

KEYWORDS

Education, College Principals, Management, Effectiveness, Public sector, Model of Effectiveness, Peripheral postgraduate colleges.

INTRODUCTION

Education plays a key role in transforming individual's instinctive behavior into human behavior. In this process of transformation, the senior members of human society, particularly the educational leadership/ the educational management attempts to shape the advancement of their coming generations in accordance with the preset ideals of life. Thus the effectiveness of the educational institutions directly depends upon the quality of the leadership/educational management in the ambit of academe. The quality of the leadership invariably depends upon the personality factors/traits/competencies/ managerial skills of the leadership in the given context. The educational leaders/ managers who were a success story some fifty years ago may be a complete failure today.

Gupta (1987) observes about a principal of a college that he is the pivot around which the working of the institution revolves. He has a number of colleagues of various categories to work with. It has been observed that a college under one principal shows decline in most respects while under another principal with more or less the same staff it shows marvelous improvement.

The principal of a college occupies a very important position. The fate of an institution in a large measure depends upon the type of man who is presiding over its destiny. Good institutions, for that matter even bad ones, are named after heads. A principal is the key educational leader and a chief executive officer of a complex and heterogeneous community of eminent, devoted and varied professors, lecturers, and clerical staff.

The position of the principal has been under a great change during last four to five decades, particularly in the post-independence period. Those who have been in the colleges before we got freedom can very well witness the change.

NEED FOR THE STUDY

Deterioration in the functioning of public sector colleges in this area in general is the rationale of this particular study. It was revealed through print media.

Experience survey of the provincial education authorities, high ups, experienced people and veterans of this field through personal communication based upon the unstructured interviews gave further insight of the area under study.

Wolotkiewicz (1980, pp.49, 51) has opined that: "Consideration is being given to administration evaluation but to a lesser extent. If teachers can be helped by student evaluation of their teaching, then those with whom they come into contact including faculty and other administrators can help administrators through evaluation. Some means must be developed to ensure that the input is obtained from as broad a base as possible, yet preserving the anonymity of individuals in order to obtain more valid information."

According to Newman (1961, p.326), "It is wise to have several informed people consolidate their opinions and develop a pooled judgment needed in a particular situation."

Hence it is evident that the ineffectiveness is one of the problems, which needs to be redressed through evaluation to investigate the problem of ineffectiveness.

ASSUMPTION OF THE STUDY

The effectiveness of the Frontline College Managers and that of the colleges under study has been treated as synonymous in this study.

REVIEW OF LITERATURE

Effectiveness has different connotations. Some of them are as under:

Hommadi, (1984) opines that creating a good organizational structure does not ensure success or effectiveness. The social aspects of the organizational behaviour are the most important, because personal ambitions of employees and managers or administrators may also conflict with the concepts of proper organization. An organizational plan that is satisfactory at one time may be obsolete in the time to come.

Different authors of organizational effectiveness have viewed it from different perspectives and have proposed different approaches or models to comprehend its whole meanings. Mangla (1995) has mentioned four models of organizational effectiveness viz;

- The Goal Model: considers the accomplishment of goals as the defining criteria of effectiveness.
- The System Resource Model: focuses on the interaction of the organization with its environment.
- The Process Model: relies on the internal organizational processes as the main as the main characteristic of organizational effectiveness.

➤ Strategic Constituency model: helps in studying organizational effectiveness by assessing the extent to which to which it satisfies the demands and expectations of its constituents that have a power influence on all organizational matters.

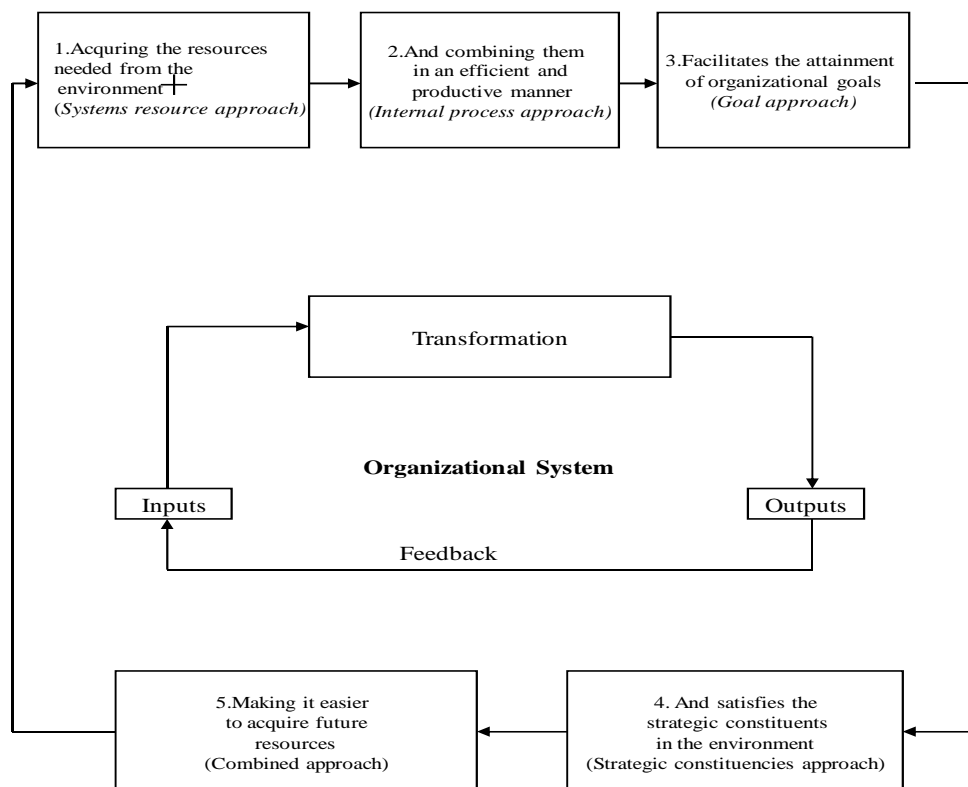
Robbins & Coulter, (2000, p.7) define effectiveness as, "Completing activities so that organizational goals are attained; referred to as doing the right things." Although it is very difficult to come out with a final word on the ideal model on organizational effectiveness I have to embrace one that serves my purpose and perspective

Although these four basic models of effectiveness (p.4) are not necessarily contradictory, they do focus on different things. The systems resource approach focuses on input, the internal process approach focuses on transformation processes, the goal approach focuses on outputs, and the strategic constituencies approach focuses on feedback.

Thus Griffin (1997) is of the opinion that rather than adopting a single approach an integrated perspective such as the one illustrated below, is the best for understanding organizational effectiveness.

ILLUSTRATION NO. 1

A Model of Organizational Effectiveness



Source:-Griffin (1997,p.91)

MODELS OF INSTITUTIONAL EFFECTIVENESS FROM ACADEMIA

There are various models of institutional effectiveness in vogue in the academia. Some of these models are from various universities. These models have also been considered, as the postgraduate colleges and the universities are many commonalities. Some of these models are briefly discussed below:

EASTERN KENTUCKY UNIVERSITY MODEL

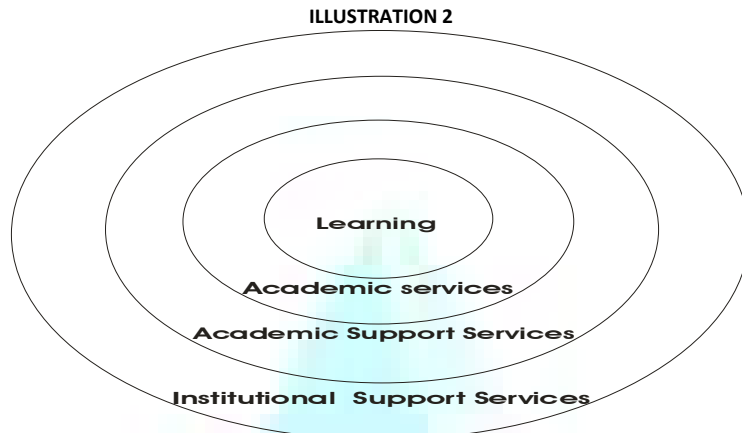
These are the indicators for measuring effectiveness of the Eastern Kentucky University (2007). These key indicators reflect goals already established for Eastern Kentucky University (EKU) by the Council on Postgraduate Education.

- Indicator 1: Student Retention
- Indicator 2: Enrollment
- Indicator 3: Graduation
- Indicator 4: Progress from developmental to college level courses
- Indicator 5: Graduating Student Satisfaction
- Indicator 6: Alumni satisfaction
- Indicator 7: Placement rate in workforce
- Indicator 8: Employer sati

Source: - EKU, Institutional Effectiveness and Assessment principles, Procedures and Resource Manual (2001-2002)

**KANSAS CITY KANSAS COMMUNITY COLLEGE MODEL OF INSTITUTIONAL EFFECTIVENESS
AN OVERVIEW OF MODEL**

In this model as shown in the picture below, learning is the center, and other rings surround it .Thus the central function of the college is to promote student learning. Other units assist the Academic Services



Source: Kansas City Kansas Community College (2006)

The distinctive features of the model are the following:

- The model is learning centered.
- Complete information about the operation of the college is available at glance.

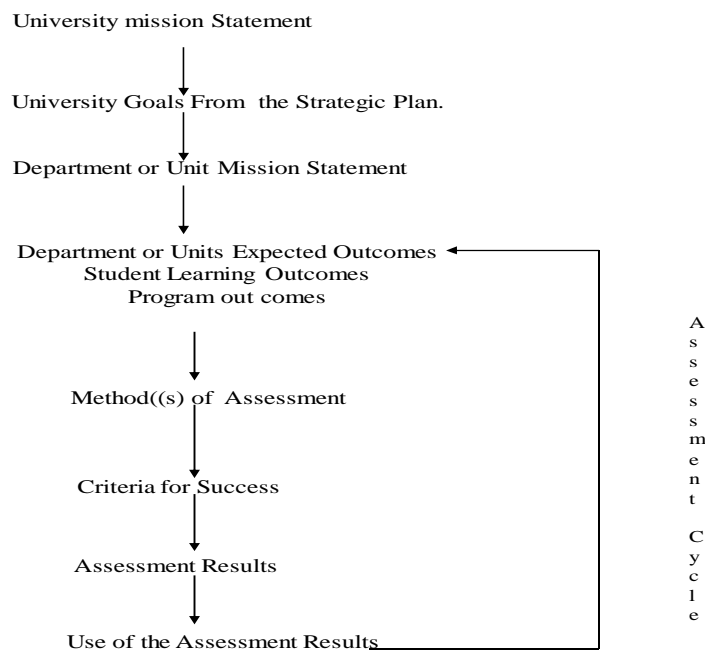
In some areas the best operational indicators may be qualitative rather than quantitative. It has been concluded that both quantitative and qualitative methods of content analysis to examine evaluation instruments, and state and professional standards vogue in any country are prevalent and in use,

THE INSTITUTIONAL EFFECTIVENESS MODEL -ANGELO STATE UNIVERSITY (2006)

Dane (2006) has described the following Institutional Effectiveness Model for the Angelo State University, San Angelo Texas. As the postgraduate colleges are mini universities so the there can be similarities in their indicators of effectiveness.

ILLUSTRATION 3

The Institutional Effectiveness Model



Institutional Effectiveness Manual (2006)

Source:- Angelo State University, San Angelo Texas.

Here the mission statement of the institution, the goals set out by the institution, and criteria of success and subsequently method of assessment of these goals

have been given importance in the model of effectiveness.

LACCD MODEL

This is the model of institutional effectiveness used by Los Angeles Community College District (LACCD). These are some of the core indicators for effectiveness of the LACCD College (2006):

Total number of all the students enrolled in all the classes, total degrees awarded per year, total number of students who get vocational certificates, the percentage of graduates and certificate students who are placed in the workforce, average class size annual instructional expenditures and retention rate of the students.

WYOMING COMMUNITY COLLEGES EFFECTIVENESS MODEL (2006)

Wyoming Community Colleges (2006) have established the following indicators for effectiveness:

Student goal attainment, persistence Fall to Fall, degree completion Rates, placement rate in the workforce, employer assessment of students, licensure/certification pass rates, demonstration of critical literacy skill, participation rate in the service area, responsiveness to community needs and demonstration of citizenship skills.

SOME INDIGENOUS MODELS

Two of the indigenous models of effectiveness have been discussed below:

Mehmood (1995) has used 15 indicators for institutional effectiveness measurement. Significant among them are given below:

Emphasis on tidy dress and habits, holding of debates, arrangement for sport activities, public opinion about the institution, Students' and teachers motivation for higher education, coverage of syllabus in time, well –equipped laboratories, protection of institutional property and Concern for the up-keep of the institution.

Noreen (2003) has applied 20 indicators while studying institutional effectiveness in the framework for effectiveness. They are given below.

Participation of the institution in co-curricular activities, proper light and ventilation, facility of clean drinking water, timely coverage of textual material, regular conduct of internal exams., staff commitment towards maximization of learning time, effective classroom planning, maintenance of proper discipline, favourable attitude of the students towards learning, conducive learning environment in the institution, student attendance rate, student and staff morale, discipline in the class, regular evaluation of the staff members, staff growth and development, maintenance of school record, Institutional head understands his responsibilities, institutional head's assistance to his staff in instructional matters, institutional head's understanding and efforts for achieving those objectives.

FRAMEWORKS FOR EFFECTIVENESS

As we have seen in the previous pages that there are various indicators for institutional effectiveness. And no two frameworks for effectiveness have all the common indicators. They have some commonalities. However different educational institutions have different parameters for institutions depending on their conditions and perceptions of the academia there.

According to Teddlie (2000) any framework for effectiveness for some organization, which is framed after deep deliberations of the experts of that field is commonly acceptable.

SOME INDIGENOUS RESEARCHES

The findings of some the indigenous researches are:

Khalid (2000) has investigated the administrative problems of Boys' higher Secondary Schools in the Punjab, Pakistan. No significant difference among the opinions of the respondents was found. All the respondents accepted the problems related to the facilities of residential accommodation, laboratories, libraries, transport and proper teaching staff and the other physical facilities. Delayed posting of principals, low and poor intake, friction among staff, lack of proper supervision, lack of cooperation from community, political pressure in the process of up-gradation, standard co-curricular activities, difficulties in admissions to B.A and B.Sc classes and unsatisfactory instructional standards were accepted as problems by all respondents.

Nisa (2003) has conducted a study of Relationship among Leadership Behaviour of College Principals and their Subordinates' job satisfaction and acceptance of leader. The study was co-relational in nature and sought to establish relationship among various variables of the study. Finding of the study indicated that the environmental factors and subordinates' characteristics differentially affected subordinates' outcomes relationship with the four leader behaviours.

Noureen, (2003), has studied the relationship between school head's management competencies and school effectiveness and designed an in-service Training programme for Secondary School Heads in Pakistan. She found that a significant relationship existed between management competencies of the school heads and school effectiveness All five competencies differentiated between high-effective and low-effective schools.

Ashraf (1972) has evaluated the existing supervisory practices in elementary schools in Pakistan. He found that the schools characterized with the values like setting realistic goals, establishing plans to reach set goals, serving clients with better services, orientation of members regarding their work, innovativeness, and developing outstanding employees for high quality products are more effective. This study evaluates supervisory practices in the primary schools and the respondents were the school inspectors themselves. This study emphasizes the behavioral practices. His findings were that same old supervisory system as in the British era was in vogue, authoritative attitude, corruption, lack of due respect to teachers, and lack of recognition of good work of teachers.

Khawaja (1993), has done an evaluation of the organizational structure of the University of the Punjab, Lahore, Pakistan .She found no internal or external machinery for the evaluation of the performance of the university authorities.

Mehmood (1995), has studied the leadership behaviour and effectiveness of the secondary school heads in Pakistan and found that task-oriented heads are more effective as compared to the relationship- oriented heads. This study aimed at evaluating only two aspects of the school heads with respect to effectiveness in whole of Pakistan, while my study deals with the public-sector college principals' effectiveness in Punjab only and the characteristics being evaluated are eight.

Iqbal (2005) has carried out a comparative study of the Organizational Structure, Leadership Styles, and Physical Facilities of public and private schools in Punjab and their Effect on the School Effectiveness. His findings are that various shades of organizational structure are prevalent in private schools as compared to the uniform organizational structure in the public sector schools the Punjab. There is a wide variety of leadership styles both in the public and private schools of Punjab. The physical facilities also differ both in the public and private schools of Punjab and same is the case with effectiveness.

Ullaha, (2001) has evaluated the Management Practices of the principals of the Government Colleges in North Western Frontier Province of Pakistan using Blake & Mouton's Management Grid. His findings are that 5,5 style is being applied in the above-mentioned colleges i.e., the principals are using middle of the road policy. They are moderately people-oriented and moderately task-oriented.

Aslam (2003), has conducted a survey of the management problems of problems in the regions of Allamah Iqbal Open University of Pakistan. His findings were that buildings in the regional offices were not available, scheduled meetings were not held on time, course related books were not available and there was acute shortage of staff in the regional offices of Allamah Iqbal Open University, Islamabad . Pakistan.

Qureshi (2002) has compared and contrasted the management systems of army Public schools and Federal Government Educational Institutions in Cantonments and Garrisons. His findings were that the management system of army public schools was authoritarian one while the system of management prevailing in the federal government educational Institutions was democratic in nature.

Gul (2005) has assessed the needs of the educational administrators at college level and developed a training model in the Punjab. The main conclusions included the deficiency of computer skills, decision-making delegation of authority, stress management, conflict management, team building, and human relations and about the principal as an instructional leader.

STATEMENT OF THE PROBLEM

Ineffectiveness is one of the eight challenges enunciated by the Education Department Government of the Punjab (2005). Khan (2004) considers the principals one of the major players for ineffectiveness in the colleges.

It is now generally agreed that private sector colleges are fast excelling the public sector colleges in imparting quality education and maintenance of discipline so qualitative evaluation of one aspect of Frontline Managers/principals is the crux of the problem.

The problem under study was: whether the Frontline Managers i.e. principals of the public sector postgraduate peripheral colleges under study were effective?

OBJECTIVES OF THE STUDY

The following objectives were stipulated for the study:

- The qualitative evaluation of the frontline managers/ principals of the selected public sector postgraduate colleges in the Punjab, Pakistan.
- To suggest measures to reduce ineffectiveness based on the results of the present study.
- To enhance the effectiveness of the public sector colleges by suggesting the remedial measures for ineffectiveness.
- To come up with an indigenous framework for measuring effectiveness of the public sector colleges in Pakistan.
- To help the researchers of this field by addition to the existing body of knowledge.

THEORETICAL FRAMEWORK

The effectiveness of the college and that of the principal of the college has been treated as synonymous in this study. Fifteen indicators of effectiveness have been taken and 01 question for each indicator has been devised to measure that very indicator by using the action verb. The indicators of effectiveness were delimited to 15 only i.e., only 15 indicators for measuring the effectiveness exhaustively. These indicators were the following:

- regular class work
- College results for last 03 years
- Maintenance of laboratories, library and play grounds
- Holding of annual sports
- Publishing of college magazine
- Holding of internal exams
- Holding of annual functions in the college
- Student satisfaction
- Public image of the college.
- Placement rate in the workforce
- Functioning of the college office
- Enrollment rate
- Student retention
- Staff development
- College improvement

(The researcher-devised framework, detail on p.16)

HYPOTHESIS

INVESTIGATIVE RESEARCH QUESTION

Do the selected public sector postgraduate peripheral colleges in the Punjab possess effectiveness?

NULL HYPOTHESIS

H₀: The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan do not possess effectiveness.

ALTERNATE HYPOTHESIS

H_a: The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan, possess effectiveness.

METHODOLOGY

The list of non-technical, non-professional Govt. Postgraduate Colleges (Male) run under the General Collegiate Branch, Education Department, Govt. of the Punjab, Pakistan was obtained from the statistical cell, Director Public Instructions (colleges), Punjab. From 51 colleges, 01 vice principal and 02 senior-most staff members from teaching staff from each college, hence a total of 153 respondents constituted the population of this very study

From 51 colleges, 40 colleges were selected, as the study was about the selected colleges and then delimited to 35 peripheral colleges in the Punjab purposively. *CMIS & *PEMIS were of significant importance in selection of these 40 colleges. From each college 01 vice principal and 02 senior-most staff members from the teaching staff were taken, hence a total of 105 respondents constituted the sample of this very study. According to Sekaran (2003, P.294), the corresponding sample size for this population is approximately 105.

*CMIS-----College Management Information System

*PEMIS-----Punjab Education Management Information System

RATIONALE FOR SAMPLE SIZE

Roscoe (1975) proposes the following rule of thumb for determining the sample size, "Sample sizes larger than 30 and less than 500 are appropriate for most of researches." Hence a sample size of 105 was sufficient for the study under consideration.

THE DATA COLLECTION INSTRUMENTS

The instruments used for collection of qualitative and quantitative data were observations; unstructured interviews and different set of closed end as well as open-ended questionnaires.

As Luthans (1981, p.32) has noted,

"That interview is extremely useful in solving some questions and problems of organizational behavior."

QUESTIONNAIRES FOR MEASURING EFFECTIVENESS OF THE COLLEGES

As Morgan (1997) vividly describes, that there are numerous ways to conceptualize and model an organization, with profound consequences for criteria of effectiveness. These concepts typically deal with organizational form and structure on the one hand and organizational functions and activities on the other. How the organization is designed and how its functions are defined obviously and have important implications for how processes and people are managed.

According to Peters & Waterman (1982) for any given organization, measures of effectiveness vary, depending upon its mission, environmental context, nature of work, the product or service it produces, and customer demands.

Hence the Mission Statement of Education Department Government of the Punjab (2005) and Education policy of Education Department Government of the Punjab (2005), Objectives of Education Policy Government of Pakistan (1998-2010), i.e., social, moral, mental physical training through curricular and co-curricular activities and the 'Progressive Aims of Education' as described John Dewey cited in (Khalid, 1998) i.e., maximum moral, mental, social, physical training

and development of the individual for optimum social competence have been kept in mind, and the following models of institutional effectiveness have also been reviewed before selecting the indicators of effectiveness.

- Goal/outcome Model and Internal process Model
- Kansas City Kansas Community College (2006)
- The Institutional Effectiveness Model -Angelo State University (2006)
- LACCD College (2006)
- Wyoming Community Colleges Effectiveness Model (2006)
- Mehmood (1995)
- Noreen (2003)
- Institutional Effectiveness and Assessment principles, Procedures and Resource Manual (2001-2002) Eastern Kentucky University (EKU)

Although it is very difficult to come out with a final word on the ideal model on organizational effectiveness yet the researcher have to embrace one that serves the purpose and perspective of this study.

In the light of the aims and objectives and the mission statement of the Education Department Government of the Punjab (Government of the Punjab,2005) it is evident that the goal of the education department is the optimum mental, social, physical development of the individuals to render them fit for the society. The educational institutions fulfill these goals through the provision of conditions and atmosphere conducive for the attainment of these goals. Hence certain indicators can be fixed that can manifest whether these aims and objectives are being attained or not. In this very study these indicators are the curricular and co-curricular activities designed for the attainment of the above-mentioned aims and objectives. The following 15 indicators for effectiveness were selected after consulting the veterans of the field and eminent educationists:

Regular class work, College results for last 03 years, Maintenance of laboratories, library and play grounds, Holding of annual sports, Holding of internal exams, Holding of annual functions in the college, Student satisfaction, Public image of the college, Placement rate in the workforce, Functioning of the college office, Enrollment rate, Student retention, Staff development & College improvement.

RATING SCALE USED

The responses were measured on Likerts five Point Interval scale (Sekaran, 2003).

PRE-TESTING OF THE INSTRUMENT FOR VALIDITY &RELIABILITY

Although the items were adapted from the tested models yet it was thought desirable to retest the instruments for and reliability. For this purpose the Cronbach's Alpha was calculated with the help of SPSS.15. In this study the Cronbach's Alpha was found to be 0.756, that indicates a fair level of consistency in the responses and make this research more realistic and authentic. Alpha in the range of 0.60 to 0.80 indicates a fair level of reliability of responses, whereas, a lesser than 0.50 indicates poor level of responses (Sekaran,2003). In order to check the validity of the instruments, in terms of content and format, the instruments were discussed with the expert of the relevant field. After detailed discussions, some items of the instruments were dropped, some were added some were modified; the instruments were improved in the light of their comments, to make them more comprehensible and ambiguity if any was removed.

ETHICAL CONSIDERATIONS

The concept of anonymity has been used to avoid embarrassment in the respondents. As Wolotkiewicz, (1980 p.51), while writing about the evaluation process notes,

“Some means must be developed to insure that input be obtained from as broad a base as possible, yet preserving the anonymity of the individuals in order to acquire more valid information.”

According to Salkind (1997, p.40) *“Whereas Anonymity means the records cannot be linked with the names, confidentiality is maintained when anything that is learned about the participant is held in strictest of confidence. This means that information is disguised when necessary (which touches on anonymity as well), but more important all the data are kept controlled situation. The best way to maintain confidentiality is by minimizing the number of people who see or get to handle the data.”*

An attempt has been made not to harm any respondent psychologically and the confidentiality of the public document has been maintained to the optimum level.

ANALYSIS

The hypothesis was tested by applying the t-test for single samples.

Decision Rule was:

- When ‘t’ value significant, i.e., $p < .05$ reject H_0 and accept the corresponding H_A .
- If value of ‘t’ is insignificant, i.e., $p > .05$, accept H_0 and reject the corresponding H_A .

t-test

/testval = 3

/variables = effectiveness

/criteria = ci (.95).

ONE-SAMPLE STATISTICS FOR EFFECTIVENESS

One-Sample Statistics

	N	Mean	Std.Deviation	Std. Error Mean
Effectiveness	105	2.9534	.53261	.05039

ONE-SAMPLE TEST FOR EFFECTIVENESS

One-Sample Test

	Test Value = 3					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Effectiveness	-5.7321	104	.052	-.22654	-.3182	-.1136

Significance Level value is .052, which is not significant at .05. i.e., $p > .05$, so H_0 is accepted and H_A is rejected.

Hence the null hypothesis that the colleges do not possess effectiveness is substantiated, therefore it is accepted and the alternate hypothesis that the colleges possess effectiveness is rejected.

FINDINGS

The following findings can be inferred from this study:

- As the data revealed, the item-wise scores of the 15 items were also not encouraging except a few ones indicating thereby the unsatisfactory situation of effectiveness.
- The class work in these colleges is barely regular, university exams. Results are not satisfactory, Labs. Libraries and playgrounds are not properly maintained, annual sports completions are not held regularly, college magazines are not published every year, the internal exams. are not held regularly, the annual functions are not held every year, the students are not satisfied with the state of affairs in these colleges, the public has not good image of these colleges, the placement rate in the workforce is not significant, principals do not encourage staff development and principal do not take interest in college improvement.
- The indicators which are above mean are class work , working of the college offices, students' enrollment rate, and student, retention rate The values of these indicators are found to be very low on the measuring scale except a few ones and are less than the test value on the rating scale which is = 3. One-Sample Statistics for effectiveness shows that mean value for effectiveness is 2.9534, which is slightly below the test value which is 3. It means these colleges under study are barely effective.
- The results of t-test for single sample indicate Significance Level value is .052, which is not significant at .05. i.e., $p > .05$, so H_0 is accepted and H_A is rejected. Hence the null hypothesis that the colleges do not possess effectiveness is substantiated, therefore it is accepted and the alternate hypothesis that the colleges possess effectiveness is rejected. Anyhow the H_0 is accepted at a very close margin which indicates the effectiveness is barely found in these colleges.
- Some interesting insights were perceived in the colleges under study. Politicized culture, tuition mafia, sponsor- protégé relationships, and no-work culture were some of them.
- The results of the present study pertain to this particular segment of the colleges and as the effectiveness of these colleges and that of the principals was assumed to be synonymous so it is inferred that the frontline managers of these colleges are barely effective.

RECOMMENDATIONS

The following recommendations are worthwhile for enhancing effectiveness in the public sector colleges.

- There should be some criteria for selection of principals that brings the best to the scene.
 - The separate cadre for public sector colleges should be made and professional training for the principals should be comprehensive.
 - Principals should be empowered for hiring and firing of the staff.
 - There is dire need of making the colleges autonomous and posting the professionally competent people as their principles.
 - The Salary package for the principals should be very attractive along with the fringe benefits to attract the best to the scene. Although there are other considerations like, authority, honour, prestige and other fringe benefits attached to a position yet in this material era the financial consideration is for the most the highest consideration, as it is said that it money for which the teacher teaches, the dancer dances and the lawyer pleads. Exceptions may be there but normally people monetize the considerations except the saints.
 - The pre-service training for a long period not less than one year should be a must for the principals, especially in some high rating college like Govt. College Lahore.
 - There should be separate management cadre for colleges, consisting of people selected on merit on the some tough criteria.
 - Principal of a public-sector college be made more powerful to enhance the effectiveness of the public sector colleges?
 - Politicization of the public sector colleges should be curtailed by the government and the principals should be allowed to work in a pressure-free environment.
 - The people to be appointed as principals must be with characteristics necessary for effectiveness like vision, integrity, exposure, initiative and deliverables.
 - Government should play her part by providing the missing facilities in the public sector colleges.
- In the light of the open-ended it concluded that the public-sector colleges are not having effectiveness optimally. They are not delivering the goods properly. Government must take the necessary corrective step to save this sector of public education from deterioration.

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