Strengths, Weaknesses, Opportunities and Threats:
An Analysis of University of the Punjab

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Abstract

The major purpose of the study was to identify the strengths, weaknesses, opportunities and threats in the institutional environments of University of the Punjab, Lahore. A survey was done to identify these factors in the institutional environments of the University. The target population of the study was all the students of University of the Punjab Lahore. The sample of the study consisted of 900 students (Males = 456, Females = 444) which were selected through multistage stratified random sampling technique. A questionnaire was used to get students' responses about strengths, Weaknesses, Opportunities, and Threats" in the university. The questionnaire consisted of two parts. A pilot study was conducted for the validation of the instrument. Reliability index (Cronbach's Alpha) of the questionnaire was 0.87, which is statistically acceptable. Analysis of the data indicated that male and female students had no major difference in their opinions regarding strengths, Weaknesses, Opportunities, and Threats in the university. Results also displayed that all students had strong perceptions that university has threats regarding internal and external environments. An independent sample t-test revealed that there was no significant difference between males and females students regarding the institutional environments' strengths, weaknesses, opportunities and threats. A one way ANOVA indicated that there was significant difference in the perceptions of students of different faculties regarding the strengths, weaknesses, opportunities, and threats of university. Student in different programs had significant difference in their views about strengths, weaknesses, opportunities, and threats of university.

Keywords: Institutional Environment, SWOT Analysis, Students, University of the Punjab.

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Introduction

Strategic planning is future facing and is based on the analysis of foreseen or predicted trends and scenarios, it is flexible and oriented towards making a reality of vision (Kotler & Murphy, 1981; Lerner, 1999; Pisel, 2001, 2008; Paris, 2003; Oztermel, Kubat, &Taskin, 2009; Hinton, 2012).The primary functions of strategic administration are to comprehend the situation through SWOT exploration, characterize institutional objectives, distinguish alternatives, settle on and execute plans and assess real execution. Thus, strategic planning intentions to manipulate the innovative and distinctive trends of future after analyzing the institutions internally and externally rather than long range planning, which attempts to enhance for tomorrow the designs of today (Drucker, 1980).

Today's schools, colleges and universities have encountered with fast change. Educational managers are provoking with changes connected with current facilities, progressing innovation, evolving demographics, expanding contention, increasing costs and finance etc. The field of education has started to perceive that ecological analysis in strategic planning is compulsory in demand to retain with a specific responsiveness to the quick dynamic environment (Agwu, 1992; Busler, 1992; Williams, 1992; Hall, 1994).

Pakistan is also a developing country and we cannot compete with developed countries in higher education field. The main causes of this situation are lack of resources, implementation of plans and incompetent politicians. Policies are made without strategic planning process. The big problem is that we don't see the present situations of education sector, needs of the environment and many other things during policy preparation. Therefore, to enhance the quality of universities and to compete with the progressive countries, we shall have to make plans after evaluating the current needs. The higher educational institutions need to endeavor current assets and find new opportunities to compete with the progressive nations. Governmental subsidy is diminishing which has undermined the governmental institutes' development. Institutes have not capacity to afford the daily expenditures.

Higher education needs to compete the progressions and defies that are going on due to which strategic planning should be there but for this the analysis of environment of educational institutions as the decisive stride in the strategic planning is like business sector (Tsiakkiros & Pashiardis, 2002).

Strategic planning has developed to meet the demands of the public and private sectors to achieve the desired goals. Strategic planning procedure is a point of convergence for the effective administration of higher education organizations. Administration assesses a foundation's qualities, shortcomings, objectives, asset prerequisites and future forecasts in strategic planning, due to which institutions cannot ignore the SWOT analysis to make a future plan. It provides the help and framework to the administrators who have to take right decisions for the betterment of higher education. The logic behind the SWOT investigation is that the system of an association embraces ought to coordinate the ecological dangers and opportunities with the association's shortcomings and particularly its qualities. It attempts to set up a key fit between an association's interior qualities and shortcomings and the opportunities and dangers postured by its outer surroundings. This rationale has generally been acknowledged as a dominant standard of current administration (Beer, Voelpel, Leibold, & Tekie, 2005).

SWOT inspection has its starting points in the 1960s. The asset construct view centers in light of the interior assets, capacities and center capabilities of the association and advocates building policies on these establishments to guarantee the intensity of the association and the allurement of the modern business division (Learned et al., 1965).

SWOT rests for Strength, Weakness, Opportunity, and Threat. A SWOT investigation guides you to recognize your association's qualities and shortcomings (S-W) and additionally more extensive opportunities and threats (O-T). Adding to a more full consciousness of the circumstance assists with both strategic planning and choice making. The SWOT technique was initially created for business and industry however it is too helpful in the work of group wellbeing and improvement of education and even for self-awareness (University of Kansas, 2014).

SWOT concentrates on inward and outside components. Interior elements might include: Personnel, money, capacity building and board execution and so on. Outside elements might include: Economic atmosphere, mechanical changes, enactment, social society changes, contenders and so forth.

As per Liao (2013) parts of SWOT investigation are:

1. Strength (S) is examination of quality, circumstance or condition which the quality of an association or organization reveals. The important to be done in this investigation is, each organization or association need to evaluate the qualities and shortcomings in contrast with its rivals. For instance, if the quality of organization is unbeatable in their innovation, the point of preference can be adventure to fill a business sector fragment that requires a level of innovation.

2. A weakness (W) is investigation of shortcoming, circumstance or condition of an association or organization. It is an approach to break down the shortcomings in an organization or association that was a genuine deterrent in the advancement of an organization or association.

3. Opportunity (O) is investigation of chance, circumstance or condition which an open door at the outside of an association or organization and gives the chance of development to the association later on. It is to search for circumstances or leap forward that permit an organization or association to go ahead.

4. Threat (T) is investigation of threat, how to break down the test or danger that must be confronted by an organization or association to face assortment of natural variable that didn't good to an organization or association which come to be reason for crumbling. In the event that did not soon be succeeded, the risk would be an obstruction for a business concerned at present and what is to come.

Delahaye (2000) depicted that analysis of SWOT is not another thought in the business rehearse. This model began from the Harvard Business School and has overwhelmed strategic arrangements since the 1950s (Lerner, 1999). Numerous individuals regularly misperceive SWOT as synonymous with key arranging. Truth be told, a SWOT examination is one and only of numerous instruments that can be utilized as a part of an association's strategic arranging process for environmental scrutiny. There are various strategies for ecological analysis.

The outcomes of the SWOT investigation make the system for picking a technique arranged towards matching the requirements of environment while considering the current interior potential, the SWOT analysis alludes mapping and recognizing as the main thrusts which the institution needs to consider and once these factors have been distinguished, applicable techniques can be created to address these powers (Christensen, 1997).

For a successful analysis, a focal point or reason for existing is vital. While examining inner environment, the inquiry is not worried about past victories or disappointments. The analysis should be future oriented (Kheng-Hor & Munro-Smith, 1999). According to them, there are two vital parts for inside environmental investigation. Firstly, association administrators require a precise evaluation of the association's capacity before they can create objectives and methodologies. It is likewise vital to note that the institutional objectives or goals are trying as well as SMART which implies that the objectives must be particular, quantifiable, achievable, important and timed. Secondly, the analysis of inner environment should support to prepare a draft of activity. That is to create plans that propose to expand the association's strengths and minimize weaknesses. These two purposes of inward analysis of environment support to have an obvious image of an association's present circumstance with both strengths and weaknesses. Important data for an association's inside analysis might incorporate fund, character, staff liability or inspiration, aptitudes, association frameworks and structures (Horn & Niemann, 1994). There is a very suitable framework that is called '7S system' for inside situations, which incorporate structure, system, style, staff, skills, strategy and the shared values (Porter, 1985).

The scanning of the environment is an endeavor to distinguish changes that influence the organization. In this time of globalization, universities have encountered quick changes, for example, evolving innovation, expanding rivalry, increasing costs, financing cuts and maturing resources (Kriemadis, 1997). The survival of every educational institute depends on its ability for strategic planning and executing to adjust to variations. Many institutes do not have the ability to react to the turbulent circumstances adequately and productively (Navarro & Gallardo, 2003).

SWOT is a broadly utilized instrument for examining interior and outside situations in order to achieve a methodical comprehension of a strategic administration circumstance (Kolter, 1988; Wheelen & Hunger, 1995). Thus, it urges strategists to receive a procedure that can best adapt to the circumstance. Its belief can even be followed back to Sun Tzu's, The Art of War, "Recognize your foe, and see yourself, you can battle a hundred fights with any threat of annihilation" (Tzu, BC 600).

This study will help the higher education sector, in targeting the issues regarding the institutional environments in public sectors. This study will provide knowledge of strengths, weaknesses, opportunities and threats regarding higher education. The study will help to promote the SWOT analysis in education sectors and it is expected that the results of the study would be useful for higher education system in decision making and need based planning.

Objectives of the Study

The objectives of the study were to:

1. examine the institutional environment of University of the Punjab internally and externally.
2. identify the strengths of University of the Punjab.
3. identify the weaknesses of University of the Punjab.
4. identify the opportunities in University of the Punjab.
5. identify the threats of University of the Punjab.

Research Methodology

Quantitative approach was employed for conducting the study. The study was descriptive and survey type in nature. The target population of the study was consisted of students from University of the Punjab of Pakistan located in Lahore. The study was conducted on university students by using multi-stage stratified random sampling technique. At the first stage, 13 faculties were selected by using stratified sampling technique from University of the Punjab. At the second stage, three departments randomly selected from each faculty. At the third stage, 75 students were taken randomly as a sample from each faculty.
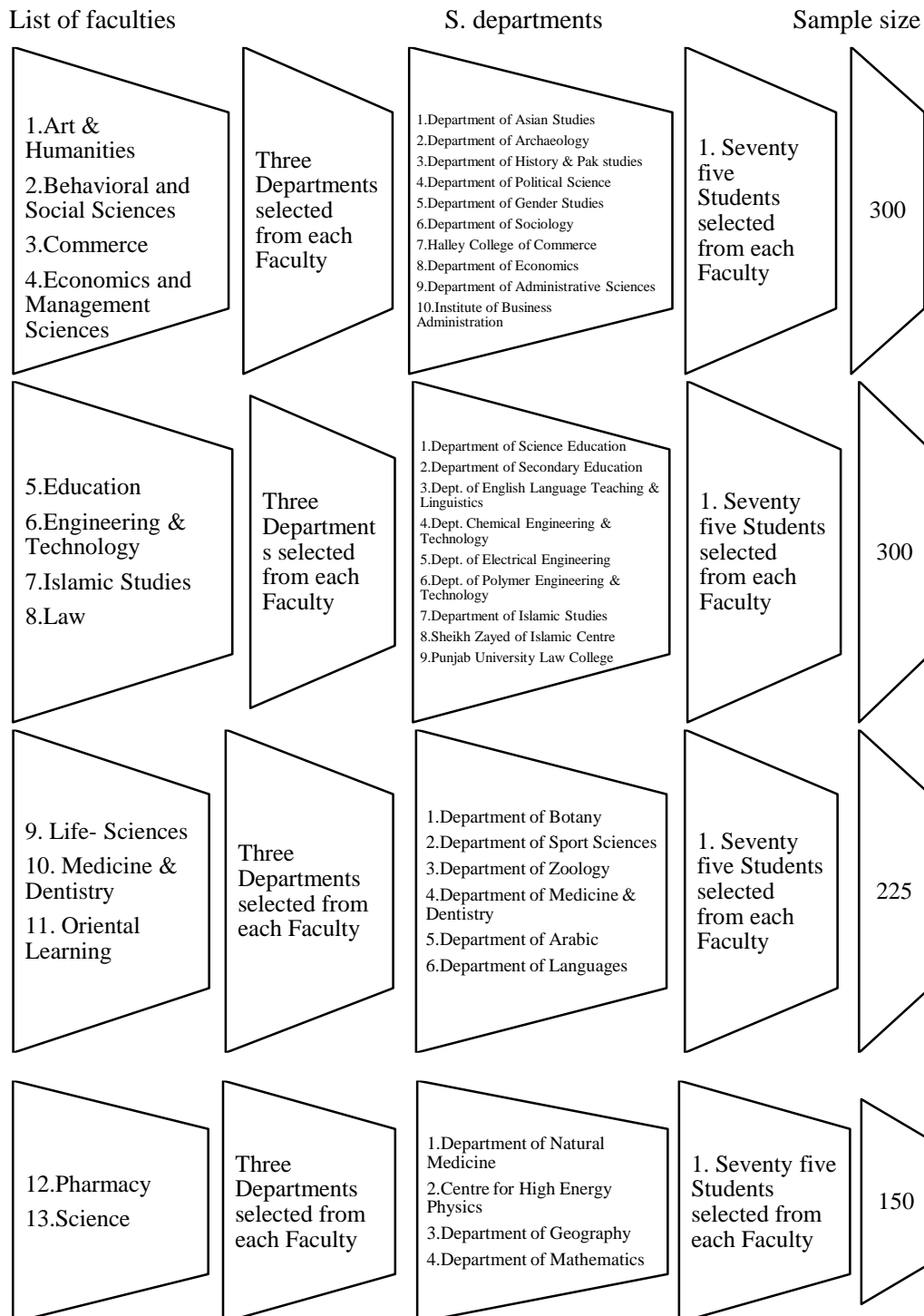
List of faculties	S. departments	Sample size

1.Art & Humanities

2.Behavioral and Social Sciences

3.Commerce

4.Economics and Management Sciences

Three Departments selected from each Faculty

1.Department of Asian Studies
2.Department of Archaeology
3.Department of History & Pak studies
4.Department of Political Science
5.Department of Gender Studies
6.Department of Sociology
7.Halley College of Commerce
8.Department of Economics
9.Department of Administrative Sciences
10.Institute of Business Administration

1. Seventy five Students selected from each Faculty

300

5.Education

6.Engineering & Technology

7.Islamic Studies

8.Law

Three Departments selected from each Faculty

1.Department of Science Education
2.Department of Secondary Education
3.Dept. of English Language Teaching & Linguistics
4.Dept. Chemical Engineering & Technology
5.Dept. of Electrical Engineering
6.Dept. of Polymer Engineering & Technology
7.Department of Islamic Studies
8.Sheikh Zayed of Islamic Centre
9.Punjab University Law College

1. Seventy five Students selected from each Faculty

300

9. Life- Sciences

10. Medicine & Dentistry

11. Oriental Learning

Three Departments selected from each Faculty

1.Department of Botany
2.Department of Sport Sciences
3.Department of Zoology
4.Department of Medicine & Dentistry
5.Department of Arabic
6.Department of Languages

1. Seventy five Students selected from each Faculty

225

12.Pharmacy

13.Science

Three Departments selected from each Faculty

1.Department of Natural Medicine
2.Centre for High Energy Physics
3.Department of Geography
4.Department of Mathematics

1. Seventy five Students selected from each Faculty

150

Figure 1 Sampling framework of the study

Instrument of the Study

For this study pre-developed questionnaire developed by (Falk, 2011) was adapted to collect the required information. The questionnaire consisted of two parts. The first part of the questionnaire contained demographic information (faculty, department, gender, students' different programs) while the second part consisted of statements regarding SWOT analysis (strengths, weaknesses, opportunities and threats) to know the perceptions of respondents. Likert-type scale was used to respond each of the items setup as strongly agree, agree, to some extent, disagree and strongly disagree. Reliability index (Cronbach Alpha) of the questionnaire was 0.87 which is statistically significant.

Data Collection

For the purpose of the data collection, the researcher visited the university himself. The questionnaire was distributed to the university students. Clear directions and instructions were given to the respondents regarding the questionnaire. But turnover rate of the respondents was a little bit lesser than we expected in three faculties.

Data Analysis

The data generated by instruments was tabulated and analyzed through statistical Package of Social Sciences (SPSS). According to the research questions, Descriptive statistical techniques (Frequencies, Mean, Standard Deviation) and inferential (Independent sample t-test, one way ANOVA) statistical techniques were applied.

Table 1

Demographic file about general information Number and percentage of all faculties' selected students of university (n=900).

Student Ranks	N	Percentage (%)
BS Honor	392	43
M.A, M.Sc.	355	40
M.Phil.	141	15
PhD	12	2

Table 1 indicated the levels of students and percentage of selected respondents. It showed that majority of 392 students had BS Honor degree. Secondly, 355 students had enrollment inM.A, MSC in selected sample. Moreover, 141 students admitted inM.Phil. and a few (12) students of PhD included in the sample.

Table 2

Percent distribution of the respondents according to the potential strengths of university

Sr.	Statements	M	SD
1	University provides curricular and co-curricular activities for the students.	3.77	1.205
2	University offers civic engagement knowledge for the students.	3.55	.985
3	University provides opportunities to study abroad.	3.24	1.210
4	University offers research based learning environment.	3.57	1.129
5	University provides facilities for recreational activities.	3.48	1.118
6	University has many Accredited Programs.	3.65	1.024
7	University's campus is friendly and safe.	3.67	1.180
8	University has significant impact on the regional community--educationally, economically, and culturally.	3.76	.923
9	University's facilities include new and well maintained, attractive buildings and grounds.	3.74	1.042
10	Enrollment continues to increase in both undergraduate and graduate programs.	3.86	.943
11	University has an effective and supportive teaching and learning environment.	4.05	.932
12	University's workforce is stable and talented.	3.75	.906
13	University enjoys a positive reputation in the external community.	3.90	.935
14	University has a richness/diversity of disciplines and modes of thought and inquiry.	3.71	1.006
15	Full-time faculty teaches the vast majority of classes, and there is a strong bond and a high level of interaction between faculty and students.	3.60	1.082
16	University faculty, staff and students have a strong sense of community.	3.65	1.026
17	University staff has engendering loyalty to institution, place, and coworkers.	3.61	1.021
18	University is an economically sound and well managed institution.	3.73	1.084

Table 2, statement 1 shows the mean and standard deviation of the responses about the strengths of university. Mean value ($M = 3.77$, $SD = 1.205$) of the statement one shows that most students were agreed that the institution provides chances of curricular and co-curricular activities to the students. And all other statements of table 2 have mean scores almost near four. It means that according to university students, university has strengths related to civic engagement knowledge for the students, opportunities to study abroad, research based learning environment, facilities for recreational activities, Accredited Programs, campus is friendly and safe, significant impact on the regional community--educationally, economically, and culturally, facilities include new and well maintained, attractive buildings and grounds,

Enrollment continues to increase in both undergraduate and graduate programs, effective and supportive teaching and learning environment, workforce is stable and talented, positive reputation in the external community, richness/diversity of disciplines and of modes of thought and inquiry, high level of interaction between faculty and students, faculty, staff and students have a strong sense of community, staff has engendering loyalty to institution, place, and coworkers, economically sound and well managed institution. It is concluded that majority students of all faculties of university were agree about strengths of Punjab University. A very few students had their perceptions neutral about the Punjab university' strengths.

Table 3

Frequencies of responses of students regarding Potential weaknesses of university

Sr.	Statements	M	SD
1	University lacks of good governance, check and balance.	3.02	1.341
2	Most students have limited time and energy for their academic activities due to work and family commitments.	3.40	1.060
3	University has inconsistent academic advising structures and outdated curriculum.	2.98	1.180
4	Dispersal of information by administration needs to be strengthened and streamlined.	3.52	1.012
5	University lacks sufficient financial support for faculty scholarship.	3.39	1.145
6	University has higher tuition fee than other public institutions of the country.	2.77	1.345
7	Time demands on faculty limit their commitment to teaching and students.	3.37	1.019
8	Time demands on faculty necessarily constrain research, professional development, and training efforts.	3.46	1.004
9	Services offered by support offices are not adequate, likely due to lack of necessary staff, e.g., support for writing grants, addressing compliance issues, completing building repairs in a timely and cost effective manner, addressing problems with workstations and the information network, etc.	3.23	1.094
10	University has inadequate resources for recruitment, retention and advising of students.	3.17	1.106
11	Involvement of politics in administration, students and faculty.	3.51	1.193
12	University lacks a strong mission, vision, and identity.	2.86	1.357
13	University is failing in judgment of market needs.	2.95	1.152
14	University has directionless research development and ineffective relationship with industry.	2.95	1.180
15	Improper/Misuse of funds and facilities.	3.06	1.157
16	Shortage of funds is hurdle to implementation of plans.	3.17	1.265

Table 3, statement 1 shows the mean and standard deviation of the responses about the weaknesses of university. Mean value ($M = 3.02$, $SD = 1.341$) of the statement one shows that most students were neutral that University lacks of good governance, check and balance. And all other statements of table 3 have mean scores almost below four and above three. It means that according to university students, university has weaknesses to some extent like related to students have limited time and energy for their academic activities due to work and family commitments, inconsistent academic advising structures and outdated curriculum, financial support for faculty scholarship, higher tuition fee than other public institutions, Time demands on faculty necessarily constrain research, professional development, and training efforts, support for writing grants, addressing compliance issues, completing building repairs in a timely and cost effective manner, addressing problems with workstations and the information network, etc, inadequate resources for recruitment, retention and advising of students, strong mission, vision, and identity, failing in judgment of market needs, directionless research development and ineffective relationship with industry, Misuse of funds and facilities, Shortage of funds is hurdle to implementation of plans. It is concluded that students of all faculties of university had variation among their opinions due to which they varied about weaknesses of Punjab University. Therefore, few students agreed to some extent about the weaknesses Punjab University.

Table 4

Frequencies of responses of students regarding Potential opportunities of university

Sr.	Statements	M	SD
1	The natural environment surrounding University is an important draw.	4.06	.916
2	More conversations and partnerships with local employers –those in the private, nonprofit and public sectors – could make our students more engaging to them.	3.70	.856
3	University's location offers opportunities to develop and support undergraduate and graduate programs.	3.85	.911
4	University takes advantage of its location, which may result in increased enrollments in strategically targeted programs.	3.78	.998
5	University could focus on excellence with an emphasis on areas in which the campus should grow.	3.80	.969
6	An undergraduate experience using the best practices from throughout the country could be developed.	3.69	1.011
7	Collaborative approaches could draw upon the strengths of different faculty, supported by resource and technical staff, to offer more effective instruction that also creates time for research and development.	3.70	.947

8	Multimedia technology is changing the way of instructions by teachers in campus as well as generating new knowledge.	3.84	1.019
9	Through multimedia, instructions are delivered and represent a significant opportunities to develop new and more effective ways of teaching and learning.	3.80	1.019
10	Technology could greatly assist outreach efforts to meet the educational needs of place-bound students.	3.77	.999
11	University could increase graduate student enrollments in those disciplines where there is departmental capacity, and which will not adversely affect undergraduate instruction.	3.72	.994
12	Becoming a leader in interdisciplinary and integrated learning.	3.59	.973
13	Extended role of university in solving crisis and disasters (natural, men made).	3.56	1.103
14	Systematic and serious use of performance assessment, especially of learning results, could lead to improved effectiveness and efficiency.	4.07	.848
15	Raising admission standards could improve the average scholastic ability of the student body, resulting in improved retention as well.	3.79	.930
16	There is a growing interest in different countries such as China and Sudan for Pakistani Education; targeted efforts could help recruit full paying students from these countries.	3.77	.994

Table 4, statement 1 shows the mean and standard deviation of the responses about the opportunities of university. Mean value ($M = 4.06$, $SD = .916$) of the statement one shows that most students were agree that natural environment surrounding University is an important draw. And all other statements of table 4 have mean scores almost near four. It means that according to university students, university has opportunities related to conversations and partnerships with local employers, opportunities to develop and support undergraduate and graduate programs, advantage of its location, focus on excellence with an emphasis on areas in which the campus should grow, undergraduate experience using the best practices, collaborative approaches could draw upon the strengths of different faculty, supported by resource and technical staff, to offer more effective instruction that also creates time for research and development, multimedia technology is changing the way of instructions, through multimedia, instructions are delivered and represents a significant opportunities to develop new and more effective ways of teaching and learning, technology could greatly assist outreach efforts to meet the educational needs of place-bound students, university could increase graduate student enrollments in those disciplines where there is departmental capacity, and which will not adversely affect undergraduate instruction, becoming a leader in interdisciplinary and integrated learning, extended role of university in solving crisis and disasters (natural,

men made), systematic and serious use of performance assessment, especially of learning results, could lead to improved effectiveness and efficiency, raising admission standards could improve the average scholastic ability of the student body, resulting in improved retention as well, there is a growing interest in different countries such as China and Sudan for Pakistani Education; targeted efforts could help recruit full paying students from these countries.

It is concluded that students of all faculties of university accepted the opportunities of university. They had not difference in their opinions among themselves. And due to these opportunities university is enjoying its status not only in whole country but also in whole world.

Table 5

Frequencies of responses of students regarding Potential threats of university

Sr.	Statements	M	SD
1	Declining resources from the country and increasing dependence on tuition revenue.	3.77	1.023
2	Declining financial support for students that lead to more students working to stay in school.	3.65	.956
3	K-12 students less prepared for university education.	3.55	1.028
4	Rapidly changing educational environment.	3.67	1.055
5	Time-consuming and complex processes of securing requisite approvals for new programs.	3.61	1.028
6	Growth of administrative and service functions required to be in compliance with (corrupt and unfairly) mandates.	3.41	1.058
7	Loss of public support and shifting attitudes toward the other university.	3.21	1.202
8	Decreasing ability to compete for and retain top faculty.	3.17	1.197
9	On-line academic system has been introduced in other universities.	3.65	1.029
10	Declining number of college graduate students.	3.25	1.140
11	University's teachers and students participate in politics.	3.49	1.120
12	University has incompetent and outdated management.	3.05	1.236
13	Rapid expansion of private universities.	3.59	1.095
14	Brain Drain in government university.	3.45	1.113
15	HEC Body is losing its recognition.	3.05	1.227
16	Less pay is provided in government university.	2.96	1.318

Table 5, statement 1 shows the mean and standard deviation of the responses about the strengths of university. Mean value ($M = 3.77$, $SD = 1.023$) of the statement one shows that mostly students were agree that the declining resources from the country and increasing dependence on tuition revenue. And all other statements of table 5 have mean scores almost above three and near four. It means that according to university students, university has threats related to declining financial support for students that lead to more students working to stay in school, K-12 students less prepared for university education, rapidly changing educational environment, time-consuming and complex processes of securing requisite approvals for new programs, on-line academic system has been introduced in other universities, declining number of college graduate students, university's teachers and students participate in politics, rapid expansion of private universities, brain Drain in government university.

It is concluded that students of all faculties of university were agree about the threats of university. Mostly students agreed with the statements of 1, 2, 3, 4, 5, 14, and 16. They had not difference in their opinions among themselves. Some students marked on "undecided" about the threats Punjab University.

Table 6

An independent sample t-test for difference of strengths, weaknesses, opportunities and threats of university on the basis of male and female students of all selected faculties

Factors	Gender	N	Mean	SD	t.value	df	Sig.
Potential strengths	Male	456	3.6527	.63748	-1.566	882.960	.118
	Female	444	3.7145	.54420			
Potential weaknesses	Male	456	3.1623	.62871	-.708	898	.693
	Female	444	3.1914	.60621			
Potential opportunities	Male	456	3.7490	.54514	-1.910	881.574	.056
	Female	444	3.8133	.46253			
Potential threats	Male	456	3.3621	.58650	-2.510	898	.137
	Female	444	3.4548	.51853			

Table 6 shows that an independent sample t-test was applied to compare the Strengths scores for males and females. There was no significant difference in scores for males ($M = 3.6527$, $SD = .63748$) and females, $M = 3.7145$, $SD = .54420$; $t(-1.566) = 882.960$, $p = .118$.

Table 6 shows that an independent sample t-test was conducted to compare the Weaknesses scores for males and females. There was no significant difference in scores for males ($M = 3.1623$, $SD = .62871$) and females, $M = 3.1914$, $SD = .60621$; $t(-.708) = 898$, $p = .693$.

Table 6 shows that an independent sample t-test was applied to compare the Opportunities scores for males and females. There was no significant difference in scores for males (*M* = 3.7490, *SD* = .54514) and females, *M* = 3.8133, *SD*= .46253; *t* (-1.910) = 881.574, *p*= .056.

Table 6 shows that an independent sample t-test was conducted to compare the Threats scores for males and females. There was no significant difference in scores for males (*M* = 3.3621, *SD* = .58650) and females, *M* = 3.4548, *SD*= .51853; *t* (-2.510) = 898, *p*= .137.

It is concluded that there was no significant difference in their perception scores between male and female students of university regarding the institutional environment strengths, weaknesses, opportunities, and threats.

Table 7
ANOVA for the difference in the mean scores of students by selected faculties on university's strengths, weaknesses, opportunities and threats

Factors	Sum of Squares	df	Mean Square	F	Sig.
Potential strengths	40.216	12	3.351	10.741	.000
	276.741	887	.312		
	316.956	899			
Potential weaknesses	16.019	12	1.335	3.623	.000
	326.820	887	.368		
	342.840	899			
Potential opportunities	11.623	12	.969	3.918	.000
	219.294	887	.247		
	230.918	899			
Potential threats	8.672	12	.723	2.384	.005
	268.885	887	.303		
	277.556	899			

Table 7 shows that a one way between groups analysis of variance was conducted to explore the difference in means scores of strengths, weaknesses, opportunities and threats of Punjab University through perceptions of Punjab university students. Perceptions were collected in four areas i.e. Strengths; *F* (12, 887) = 10.741, *p*= .000; Weaknesses: *F* (12, 887) = 3.623, *p*= .000; Opportunities: *F* (12, 887) = 3.918, *p*= .000; and Threats: *F* (12, 887) = 2.384, *p*= .005. There was statistically significant difference in the results of four areas. It means that students of Punjab University had different perceptions regarding strengths, weaknesses, opportunities and threats of university.

Table 8

ANOVA for the difference in the mean scores of student' ranks on university's strengths, weaknesses, opportunities and threats.

Factors	Sum of Squares	df	Mean Square	F	Sig.
Potential strengths	11.636	3	3.879	11.382	.000
	305.320	896	.341		
	316.956	899			
Potential weaknesses	6.812	3	2.271	6.055	.000
	336.027	896	.375		
	342.840	899			
Potential opportunities	10.899	3	3.633	14.795	.000
	220.019	896	.246		
	230.918	899			
Potential threats	5.683	3	1.894	6.244	.000
	271.873	896	.303		
	277.556	899			

Table 8 shows that a one way between groups analysis of variance was conducted to explore the difference in means scores of student ranks like BS Honor, M.A, MSC, M.Phil. and PhD students' perceptions of Punjab University. Perceptions were collected in four areas i.e. Strengths; $F(3, 896) = 11.382$, $p= .000$; Weaknesses: $F(3, 896) = 6.055$, $p= .000$; Opportunities: $F(3, 896) = 14.795$, $p= .000$; and Threats: $F(3, 896) = 6.244$, $p= .000$. There was statistically significant difference in the results of four areas. It means that student's rank of Punjab University had different perceptions regarding strengths, weaknesses, opportunities and threats of university.

Conclusion

The present study was an attempt to evaluate the institutional environment internally and externally through SWOT analysis (strengths, weaknesses, opportunities and threats). It is commonly observed that environmental analysis of educational institutions and business organizations plays a vital role to achieve the desired goals. There were students who gave their opinions regarding strengths, weaknesses, opportunities and threats. Levels of students like BS honor students had different opinions from M.A, M.Sc. students but matched with the other M.Phil. and PhD students. This kind of variation existed due to which we could not say that all respondents of this study had similar perceptions about four factors.

Punjab University founded in 1882, and it is one among the leading universities of Pakistan. It has 20th number in Asia according to new ranking that was done recently. It is additionally the greatest multidisciplinary university in the locale, offering an extensive variety of courses like Bachelor, Master, and Doctoral degrees in different fields. University has more than forty thousand students. Like other institutions in this dynamic world and face the active circumstances, institution needs to build up an approach related with strategic planning in the light of the fact that the institution has started to perceive that planning is important to keep up its own responsiveness to a quickly evolving surroundings.

If the university follows the proverb "Know your opponent, and know yourself, you can battle a hundred fights without fear of defeat" it can face and compete the situation easily. Strategic analysis has comprehensive importance in this regard.

Recommendations

There might be conducted a comprehensive environmental analysis before making plans to reach the desired destination. Moreover, it is suggested that there should be special department or system of assessment in each university especially in Punjab University which may play its role to organize, assess and evaluate the institutional environments. In addition to, future researchers can conduct comparative study in other universities as well. Further research can be conducted on comparison of private and government sector institutions of higher education. Finally, this study was only consisted of students of the university. Another study can be framed by including employees and alumni of the institution.

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