

OCCASIONAL PAPERS

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Heads of Colleges

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ROLE PERFORMANCE OF HEADS OF COLLEGES

ABSTRACT

The Study, based on empirical data collected from Principals and lecturers of randomly chosen 28 Colleges situated in the National Capital Region, identifies the Roles of heads of Colleges, their frequency of performance, and the relationship of personality and organisational variables with the performance of Roles. The study shows that the College Head spends most of the time in dealing with routine administrative chores rather than with academic matters. It also shows that role-performance is positively and significantly related to the Organisational Health of a College.

In order to make it possible for a College Head to play academic roles more frequently, the Study suggests delegation of administrative duties and authority among members of the faculty, and, wherever possible, having a Post of Administrator with specialised training in Educational Administration to take responsibility for many of the routine administrative duties. The study points out that there is a need of training for skills of effective communication to the Heads of Colleges to eliminate communication gaps and making them aware of the various dimensions of Organisational Health of a College. The study also discusses a need for re-assessment of the criteria for the selection of Heads of Colleges.

ROLE PERFORMANCE OF HEADS OF COLLEGES

Heads of colleges are expected to play a number of roles. To summarize their activities on the basis of available literature they are expected to take care of the various available resources of their institutions, and make best use of them; supervise and guide the staff and take care of staff-development; take care of learning materials and learning situations including the library and the laboratory; develop a system of pastoral care and consultation channels; develop control mechanisms, develop linkages with the community; and also act as innovators and keep in touch with the new ideas and practices in the field.

They are, however, not always able to perform the various roles, stated above, in the best possible manner. In fact, there is a general criticism about the administrative performance in educational organisations. A number of problems arising day in and day out in the colleges are ascribed to the weaknesses of the head. Allegations are made in public and private against the heads without any objective evidence. These vague and subjective generalisations do not take us anywhere.

It is assumed that the extent to which the heads succeed in their role-performance varies from individual to individual and various factors may affect their role performance. There may be various kinds of problems related to teachers, students, parents, management committees, curriculum and finance. There may be some personal handicaps - related to their personality traits, their leadership style, their training, etc.

A study was therefore conducted to investigate the role expectations of heads, their performance in respect of various roles and the factors related to their role performance. The study aimed at identifying relatively weaker roles and some of the factors associated with the deficiencies in role performance of college heads. It was thought that such information would be particularly useful for training purposes.

Objectives

The study was taken up with the following objectives:

- Identifying the roles of heads of colleges.

- Exploring the frequency of performance of different types of roles by the heads.
- Finding the relationship of some factors with the role-performance of the college heads.

Definitions

College Head

Principal of a college is a college head in all the colleges located in the area of study. He/she is administrative as well as academic head of the college.

Role

Role is defined as a conglomeration of a number of tasks carried on by a college head in and outside the college and which are expected of him as his duty in the capacity of the head of the institution. There could be a number of roles which he is expected to perform as a head of the institution.

Role-performance

Role-performance is defined as frequency of performing the tasks in question. In other words, performance should tell us how often the head is able to carry out the tasks which comprise a particular role.

Design and Methodology

The paradigm of research was that of a field survey in a randomly selected section of the population of colleges in the National Capital Region. The data was collected on a number of variables :

1. Role-performance of the college heads
2. Personality of the college heads
3. Organisational health of the colleges.

The study was carried out in two major phases. In the first phase, an investigation was conducted to identify the roles of the college head and a questionnaire was developed to assess the frequency of performance of each of the identified roles.

In the second phase, data was collected on the frequency of role performance by the heads of colleges, the organisational health of the colleges, the personality profiles of the Heads and other personal variables.

The Tools

The tools used in the study were :

- I. Role Performance Questionnaire (RPQ)
- II. Personal Data Questionnaire (PDQ)
- III. Cattell's 16 Personality Factor Questionnaire (16 PF)
- IV. Organisational Health Questionnaire (OHQ)

I. The Role-Performance Questionnaire

The questionnaire was developed through a multistep process of Role Analysis. The Questionnaire consisted of 83 items organised into 10 Roles. These roles, outlined briefly, and the number of items under each role are shown below.

- (1) Planner : Activities related to overall planning, policy making, introduction of innovations etc. (7 items)
- (2) Office Manager : Activities related to application of rules, processing of papers, maintenance of records etc. (11 items)
- (3) Resource Facilitator : Activities relating to selection, procurement, utilization and maintenance of physical, financial and human resources (12 items)
- (4) Supervisor of the Instructional Programme : Activities related to the smooth functioning of the teaching learning process; Regularity of attendance, arrangement of special classes, etc. (9 items)
- (5) Promoter of Co-curricular Activities : Initiating, motivating and encouraging co-curricular activities. (10 items)
- (6) Staff Evaluator and Motivator : Activities relating to evaluation of the performance of the staff, encouraging and motivating of staff and students. (7 items)

- (7) Mentor and Reconciliator : Advising, Mediating and resolving conflict and promoting healthy relationships. (7 items)
- (8) Academician & Teacher : Activities related to the professional development of the Principal as an academician, teacher and scholar and researcher. (7 items)
- (9) Representative of the College : Activities related to representing the college in outside agencies for example the universities; department of education; managing committee, development agencies etc. (6 items)
- (10) Bridge Building with the Community : Activities related to the liaison role of the principal in developing linkages and goodwill with the community. (7 items)

Thus each role is comprised of 7-11 activities described in behaviourally anchored terms and the response mode indicates the frequency with which that activity is seen to be performed. The questionnaire was designed for response by the college lecturers.

SCORING OF THE RPQ

Scoring of the role performance questionnaire was done by assigning a score of 5 to response category 'Always': 4 to 'frequently': 3 to 'sometimes'; 2 to 'rarely' and 1 to 'never'. For the responses, 'do not know' and 'not applicable' the score was 'zero'. Thus in case of respondent who responded to all items, the score could range from a maximum score of 415 to a minimum score of 83.

The items having a score of zero are deducted from the total number of items in the questionnaire. For example, if out of 83 items, 7 items are marked zero, then scores are calculated on the basis of 75 items (83-7). Therefore the score in this case will range from a maximum score of 375 (75X5) to a minimum of 75.

VALIDITY OF THE RPQ

In the absence of any similar test or any other accepted measure of role performance of heads of colleges as criterion for validation of the scale, content validity of the R.P.Q. was established through face validity, judgement by experienced Psychologists and

Educationists in the construction of the questionnaire. The initial items of the Questionnaire were selected from items written by Principals, College students, and lecturers. Relevance of these items for inclusion under different roles was judged by psychologists and educationists. Tryout of the questionnaire with 10 lecturers and educationists further established the validity of the content.

RELIABILITY OF THE RPQ

The split half method of estimating the internal consistency i.e. reliability was used. The RPQ of 85 items was split into two sets. All odd numbered items forming one sub-set. The scores of the two sub sets were then correlated. The correlation obtained however represents the reliability coefficient of only half the test since reliability is related to the length of a test. K - R formula was applied to determine the reliability of the full test. The reliability of the test was found to be 0.98 which is very high.

II. Personal Data Questionnaire

The purpose of the Questionnaire was to solicit some basic background information about the College and the Principal of the College. In this questionnaire the Principal was also asked to rank the 10 roles he plays in terms of the time he spends on each of the roles.

The questions in the background data form related to :

- (1) sex of the Principal
- (2) age of the Principal
- (3) experience as a Principal
- (4) other administrative experience before becoming Principal
- (5) ranking of time spent on each role of the job.

The Questionnaire was meant for Heads of the Colleges.

III. The Sixteen Personality Factor Questionnaire

The Sixteen Personality Factor Questionnaire (The 16 PF) developed by R.B. Cattell and H.W. Eber (1962) at the Institute for Personality and Ability Testing, Champaign, (U.S.A.) is an objectively scorable test to give the most complete coverage of personality possible in a brief time. The 16 PF measures sixteen dimensions or factors of personality as suggested by Cattell. These

dimensions are quite independent and the correlation between these are usually small. Each of the sixteen factors gives an entirely new information regarding the personality of a person. The 16 PF measures the following items :

A. Reserved	Vs.	Outgoing
B. Less intelligent	Vs.	More intelligent
C. Affected by feelings	Vs.	Emotionally stable
D. Humble	Vs.	Happy-go-lucky
G. Expedient	Vs.	Conscientious
H. Shy	Vs.	Venturesome
I. Tough minded	Vs.	Tender-minded
L. Trusting	Vs.	Suspicious
M. Practical	Vs.	Imaginative
N. Forthright	Vs.	Shrewd
O. Placid	Vs.	Apprehensive
Q1. Conservative	Vs.	Experimenting
Q2. Group dependent	Vs.	Self-sufficient
Q3. Undisciplined	Vs.	Controlled
Q4. Relaxed	Vs.	Tense

Twenty to twenty-six items in 'toto' are provided for each of the sixteen factors. This means there are ten to thirteen questions for each factor in each of the forms, A and B. The questions are arranged in a roughly cyclic order determined by a plan to give maximum convenience in scoring by stencil and to insure variety and interest for the examinee. This questionnaire was also meant for Heads of Colleges.

IV. Organisational Health Questionnaire

The Organisational Health Questionnaire developed by D.K. Sharma for educational organisations measures ten dimensions of organisational health. The first three dimensions are 'task centred' dimensions which deal with organisational goals, the transmission of communications and the way in which decisions are made. These are : 'goal focus', 'communication adequacy' and 'optimal power equalisation'. Then there are three 'maintenance centred' dimensions of organisational health namely resource utilization, cohesiveness and morale. This group of dimensions deals with the internal state of the system and the maintenance needs of its inhabitants. The remaining four dimensions of organisational health deal with 'growth and changefulness' they are 'innovativeness', 'autonomy', 'adaptation and 'problem solving adequacy'.

The dimensions are defined below :

- (1) **Goal Focus** : In a healthy organisation the goals of the system are reasonably clear to the system members and reasonably well accepted by them.
- (2) **Communication Adequacy** : Since Organisations are not simultaneous face-to-face systems like small groups, the movement of information within them becomes crucial. This dimension of organisation implies that there is communication "vertically", "horizontally", and across the boundary of the system to and from the surrounding environment.
- (3) **Optimal Power Equalisation** : In a healthy organization the distribution of influence is relatively equitable and justifiable. Subordinates can influence upwards; inter group struggles for power would not be bitter.
- (4) **Resource Utilization** : At the organization level, "health" would imply that the system's inputs, particularly the personnel, are used effectively. The overall coordination is such that people are neither overloaded nor idling.
- (5) **Cohesiveness** : Since organisations are run by men, needs of men and the inter-relation between groups of men are important. People working in an organisation should feel attached to it. The question is whether its members feel attracted to membership in the organization? Do they want to stay with it, be influenced by it, and exert their own influence in the collaborative style?
- (6) **Morale** : It is a summated set of individual sentiments, centering around feelings of well-being, satisfaction, and pleasure, as opposed to feelings of discomfort, unwished for strain and dissatisfaction.
- (7) **Innovativeness** : A healthy system would tend to invent new procedures, move towards new goals, produce new kinds of products, diversify itself, and become more rather than less differentiated over time. In a sense, such a system could be said to grow, develop, and change, rather than remaining routinized and standard.

- (8) **Autonomy** : A healthy organisation would not respond passively to demands from the outside. It would not respond destructively or rebelliously to perceived demands either. While it would have meaningful transactions with outside agencies, it would not treat their responses as determinative of organisational behaviour.
- (9) **Adaptation** : Effective contact with the surroundings would enable an organisation to re-structure its processes for continued coping of the organisation with changes in the outside system.
- (10) **Problem Solving Adequacy** : An adequate organisation, has well-developed structures and procedures for sensing the existence of problems, for inventing possible solutions, for deciding on the solutions, for implementing them, and for evaluating their effectiveness.

The Sample and Data Collection

The constraints of time and limited resources compelled the researchers to go for a viable size of sample. The study was confined to national Capital Region (NCR) which is composed of areas of Union Territory of Delhi, and some portions of three states, namely Haryana, Uttar Pradesh and Rajasthan.

It was proposed to select such degree colleges which impart arts, science and commerce education only. It was decided that about 40 per cent of heads of the colleges would constitute adequate sample for the study. Under National Capital Region, there were 129 such colleges. Thus, out of 129 colleges, 51 were selected on the basis of stratified random sampling for the purpose of study. While selecting the Colleges, due consideration was given to representation of the states. The following characteristics were taken into account while selecting colleges :

- i) type of management : Govt./Private;
- ii) clientele : Co-educational and women;
- iii) finance : aided/unaided; and
- iv) size of the location.

OHQ, RPQ, 16 PF along with background data were administered to 51 heads of the colleges and a few lecturers through mail. RPQ and OhQ was administered to sample lecturers of 51 selected colleges.

Though the questionnaires were sent by mail, a systematic follow-up was maintained to retrieve the questionnaires. This follow-up was in the form of repeated reminders, phone calls, and personal visits.

In all there were 129 colleges in the population from which the sample of 51 colleges was drawn, which constituted the 40% stratified random sample related for the study.

Usable sets of data (Principal's as well as lectures' responses) were received from 28 out of 51 colleges in the sample which comprised a response rate of 59%. Many of the responses had to be discarded for one or more reasons, such as, a) Principal's failure to respond to the 16 PF and personal data questionnaire b) Lecturers' failure to respond c) Incomplete responses.

It may be stressed that only those colleges were included in the analyses, where the lecturers as well as the Principal of the college had responded. Much data had to be discarded because despite, the best efforts either the Principal of some lecturers of a college failed to return the questionnaire.

The Table 1 below shows the actual number of College Heads and Lecturers of the Colleges in different States in the NCR who responded with the usable data.

Table 1
Distribution of Respondents

State/U.T.	Respondents	
	Principals	Lecturers
Delhi	7	30
Haryana	11	54
Uttar Pradesh	9	72
Rajasthan	1	4
Total	28	160

The Table 2 below shows the managementwise break up of the population, sample and respondent colleges.

Table 2

Type of Management	No. of Colleges in the Population	No. of Colleges in the 40% Sample	No. of Colleges which Responded
Govt.	16	7	6
Private	113	44	22
Total	129	51	28

The data thus received was scored and coded and later fed into the computer for tabulation and statistical computation.

PERFORMANCE OF VARIOUS ROLES

We were interested in knowing about the performance of college Heads in general as a group to find the answer to the question, "what are the roles which are being performed more frequently by college Heads and what are the roles which are being performed relatively less frequently by them?"

To assess the performance of various roles by the college Heads, as mentioned earlier, the Role-Performance Questionnaire was administered to a few lecturers of each of the colleges selected in the sample. The scores obtained from the responses of all the lecturers of a college about their Head were summed up for various roles and an average score for each role was found for each of the Heads of colleges. The mean scores for all the 28 college Heads were further summed up for each role and a mean score and a standard deviation for each role was obtained. Table 3 shows the mean scores and SDs of each role and the rank order according to frequency of performance of each role.

Table 3

Mean Scores showing the Average Frequency of Performance of Each Role, their SDs, and the relative Ranking Order of the Role

S.No.	Role	Mean Score	S.D.	Rank
1.	Planner and Innovator	3.63	0.75	4.5
2.	Office Manager	4.19	0.64	1
3.	Resource Facilitator	3.80	0.77	3
4.	Supervisor of the Instructional Programme	3.57	0.83	6
5.	Promoter of Co-curricular Activities	3.63	0.69	4.5
6.	Staff Evaluator and Motivator	3.43	0.76	9
7.	Mentor and Reconciliator	4.03	0.57	2
8.	Academician and Teacher	2.63	0.87	10
9.	Representative of the College	3.52	0.87	7
10.	Bridge Builder with the Community	3.46	0.90	8

It is seen that the roles of the Principal connected with academic and curriculum management are the ones which get the last ranks on the frequency of their performance.

The greater frequency of the administrative roles as compared to the roles of Supervisor of the Instructional Programmes, Promoter of Co-curricular Activities, and Academician and Teacher shows that there is a trend in the direction of the principal being more of an administrator confirms the feelings usually expressed by principals of colleges who have attended our orientation programme in the past. Many principals feel that ever increasing administrative duties are impinging on their leadership role. New regulations are coming out everyday which require more and more paper work. He is required to attend a number of meetings, get involved in civic activities and numerous other activities which his predecessors did not experience some years ago. Problems in dealing with the community, admission, teacher and student complaints are continuously growing.

TIME SPENT ON EACH ROLE

In one part of the Personal Data Questionnaire, the heads of Colleges were asked to rank the roles according to the relative amount of time spent by them on each role.

It was found that the Principal perceives himself spending time on the roles in this order :

1. Planner and Innovator (Highest amount of time)
2. Office Manager
3. Supervisor of the Instructional Programme
4. Academician and Teacher
5. Promoter of Co-curricular Activities
6. Resource Facilitator
7. Staff Evaluator and Motivator
8. Mentor and Reconciliator
9. Representative of the College
10. Bridge Builder with the Community (least of amount of time)

COMPARISON OF PERCEPTIONS ON TIME SPENT ON ROLES

The comparison of the perceptions of the lecturers and the Principals regarding the frequency of performance of the roles may provide an interesting insight into the dynamics of the Principal Lecturer relationship. This comparison is presented in the Table 4.

Table 4

Comparison of Ranks assigned to each role with respect to

a) Frequency of Performance of each role as perceived by Lecturers

b) Relative time spent on each role as perceived by the Heads of the Colleges.

Role	Teachers' Perception	Principals Perception
	Ranking of Frequency of Performance of each role	Ranking of time spent on each role by the heads
Planner & Innovator	4.5	1
Office Manager	1	2
Resource Facilitator	3	6
Supervisor of the Instructional Programme	6	3
Promoter of Co-curricular Activities	4.5	5
Staff Evaluator and Motivator	9	7
Mentor and Reconciliator	2	8
Academician and Teacher	10	4
Representative of the College	7	9
Bridge Builder with the Community	8	10

The following observations may be made regarding the Perceptions on the time spent on roles of the Principal.

1. For the roles Office Manager, 'Promoter of Co-curricular Activities' and 'Staff Evaluator and Motivator', there is relatively little difference between the ranking of the perception of teachers about the frequency with which the role is performed and the ranking of the relative time taken by the Heads. It is heartening to note that for the amount of time that the Principal invests, there is a more or less equal appreciation by the faculty of the frequency with which the roles are performed.

2. On the other hand, for the roles, 'Planner and innovator', 'Supervisor of the Instructional Programme', and 'Academician and

Teacher' the Principals reported spending a fairly large or considerable chunk of time, while the lecturers felt that the roles were not being performed to that extent.

3. For their role as planner and innovator the Principals report spending the most of their time whereas this role gets rank 4.5 on the basis of teacher perception of frequency of its performance. It is possible that the lecturers may not be wholly aware of the amount of planning and innovation that is involved in the running of a college. As a corollary, it also shows that the lecturers are not perhaps involved in the planing and innovative activities of college management. Modern management emphasises the importance and benefits of staff involvement for efficiency, as well as staff development and staff morale.

4. Again the role of 'Supervisor of the Instructional Programme', receives rank 3 from the principals while from the lecturers it gets rank 6. It seems there is a communication gap in this regard. The activities which comprise this role are largely concerned with the students e.g. "Cautions students about their attendance from time to time", "is effective in ensuring that no student faces inconvenience in making use of library or laboratory facilities", "encourages gifted students to perform at their highest level", "is aware of the regularity with which students are attending the classes" etc. It is highly probable that the Principal makes an effort to keep a track of what is happening in the teaching-learning area, but he does not make an effort to make his staff aware of his vigilance in this area. A need for training to impart knowledge of effective communication is indicated.

5. The lack of sharing of information by the Principal is apparent yet again in the gap between ranks ascribed to the 'Academician and Teacher' role of the Principal. The principals rank it at 4 while the lecturers give it the last rank (i.e. 10). The fact that the Principal reads, and keeps up with developments in his field of specialisation is obviously unknown to the lecturers. The principals feel that they spend relatively more time on academic activities, than, for example, on promoting co-curricular activities, evaluating and motivating the college. Communication is glaringly lacking in our colleges and manifests itself in its mildest forms in discrepancies of statements such as seen here.

Communication, however, is not wholly a verbal activity. Visibility of the Principal in the library could speak for itself.

Principals, by and large, do not take classes, as our research shows, but if they were to do so, it would perhaps reflect a better image for them.

6. Interestingly enough, there are some roles where the principals are seen to be better performers than what they report about themselves. In other words, the principals report spending relatively little time on those roles, whereas the lecturers have seen these roles as being performed more frequently. These are the roles of 'Mentor and Reconciliator', 'Representative of the college, and 'Bridge Builder with the community'. These roles are directed at promoting healthy relationship among the staff, with higher authorities and with the community. It is heartening to note that principals are conscious of their limitations in these areas and do not feel satisfied with the time presently being used for performing these roles. There can't be two opinions about the importance of these roles in modern times and principals, in fact, need to spend more time for performing these roles.

ROLE PERFORMANCE AND PERSONAL VARIABLES

Personal factors were classified under two categories - those pertaining to one's Bio-data and curriculum vitae, and those pertaining to one's personality. The findings about relationship of Role-Performance with the personal factors of the former type which include age qualification, experience and training of College Heads are as follows :

1. There is no significant difference between Ph.D. holders and non-Ph.D. Heads of colleges in the performance of various roles.
2. There is no significant relationship between years on-the-job experience of college heads and their performance on various roles.
3. There is no significant difference between college heads having experience of vice-principalship and those not having any experience of vice-principalship in the performance of various roles.
4. There is no significant difference between college heads with some kind of training and those with no training in the performance of various roles.

5. There is a significant negative relationship between age of the college Heads and their performance on one of the roles, namely, "Promoter of Co-curricular Activities". There is no relationship between age and performance on other roles of the college heads.

ROLE PERFORMANCE AND PERSONALITY FACTORS

1. There is a significant negative co-relation between the personality factors "Reserved Vs. Outgoing" and the role "Staff Evaluator and Motivator". This shows that a college head who is reserved (cool and critical, and precise in persual of standards) is perceived as performing with greater frequency the role of "Staff Evaluator and Motivator".
2. There is a significant positive correlation between the personality factor "Sober Vs. Enthusiastic" and the performance on the roles "Academician and Teacher", "Representative of the College", and "Bridge Builder with the Community". This would indicate that a college head who is enthusiastic (cheerful, talkative, frank, expressive and carefree) is likely to perform more often these roles which are concerned with human relationships.
3. There is a significant negative relationship between the personality factor "Forthright Vs. Polished" and the role of "Staff Evaluator and Motivator". This indicates that a polished college head (who does not hurt his staff members, is analytical and worldly wise, and has intellectual and unsentimental approach to situations) is likely to perform more often the role of "Staff Evaluator and Motivator".

ROLE PERFORMANCE AND ORGANISATIONAL HEALTH

Positive relationships were found between the ten dimensions of organisational health and the dimensions of Role Performance with but a few exceptions.

Three dimensions of organisational health, namely, 'Goal Focus', 'Communication Adequacy' and 'Resource Utilisation', correlate positively and significantly with all the ten dimensions of Role Performance, showing thereby that more frequent role performance on the part of the principal the better goal orientation, communication and utilisation of resources in a college.

The other dimensions of organisational health correlate positively with performance on all roles except two or three roles in each case.

In the case of the organisational health dimensions 'Optimal power equalisation' and 'Autonomy', it was found that the relationship between these two dimensions and performance of most roles is non-significant. Further research may reveal the reasons for insignificant relationship between role performance and these dimensions of organisational health.

RECOMMENDATIONS

The following recommendations are made on the basis of the findings of the Study :

1. The study shows that the College Head appears to be more of an administrator than an instructional leader and spends most of time in dealing with routine administrative chores rather than with academic matters. The Head of the College is, by training and profession, an academician. He rises to the level of headship by virtue of his accomplishments in and contribution to the pursuit of excellence in academic fields. In order to make it possible for him to play a role which is more befitting to his background & profession, the following suggestions are made :
 - a) Delegation of administrative duties and authority among members of the Faculty would enable the college head to devote more of his time for instructional leadership. This suggestion is well-known and, in fact, has been advocated from time to time.
 - b) Creation of a post of an administrative manager in which college would allow more time for a college head to perform the role of an instructional leader. High academic qualifications need not be attached to this administrative post. At the same time, the incumbent of this post should have specialised training in Educational Administration to take responsibility for many of the administrative duties of the college head. In order to attract and retain suitable personnel for this post, the pay scale for the post may be only one scale lower than that of the principal.

2. There is a need for imparting knowledge and skills of effective communication to the Heads of Colleges in order to eliminate a communication gap which results because of the difference between perceptions of the Head and his/her staff with regard to performance on certain roles related to instructional leadership of the College Head.
3. There seems to be a need for re-assessment of the criteria for the selection of Heads of Colleges. Doctoral qualifications, experience as principal and vice-principal and chronological age need not be given undue emphasis because they do not seem to be related to role performance.
4. One of the findings i.e. that there is no difference between the role-performance of principals with or without professional training need not be viewed as discouraging the training of college Heads. In fact, it points out the need for modifying the nature of training programmes. A full fledged skill based programme in College Administration is recommended for College Heads for equipping them with knowledge and skills about their roles.
5. It is imperative to make the College Heads aware of the various dimensions of Organisational Health in a College. The understanding and insight into improving the Organisational Health would help them in performing their roles better.

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