CHAPTER-V

SUMMARY AND CONCLUSIONS

In the present era of information and technology, the development and advancement of any country depends upon the maximization of utilization of its human and material resources. The proper utilization of its human and material resources depends upon human beings. Hence, the human resource development formulates the basis of a nation’s development. India is on the move with the promise of a new renaissance in the making and for this education is the most powerful and effective tool. The quality and efficiency of any education system depends on the quality of its teachers and the effectiveness of education and management. A sound programme of professional education of teachers and education administrators is essential for the qualitative improvement of education.

Although educational system at every level from the pre-primary to higher education is significant for human resource development, Primary Education is a corner stone of social development and a base for the individual’s comprehensive development. It leads to better family health, lower fertility and thus, slower population growth. Government at the national and state levels is trying hard for the universal enrolment, cent per cent attendance and retention by launching various innovative programmes. Inspite of these initiatives by the Government of India, the quality of both teaching and administrative corps needs to be improved.

Strengthening the managerial and institutional capacity of the Primary Education system typically requires improving organizational structures, developing institutional capacity, and broadening the
information system. However, the main challenge for central, state and district education authorities is to improve the supply, quality and empowerment of education in rural Primary Schools. Accommodating all children between 6-10 years in Primary Schools by 2007 (The Final Year of the Tenth Plan) could require as many as 1.3 million classrooms and hiring 740,000 new teachers (Source: India 2001). Construction of building and local efforts by Village Education Committees are needed to monitor student enrolment and school attendance to ensure that children who enroll in school complete their education without dropping out.

Improving the Heads’ and teachers’ performance to function effectively in small rural schools with students of widely ranging ages is the central challenge in raising the quality of rural Primary Schools. These schools need to be provided with the faculty, the materials and the academic climate. The Head’s prime responsibility is to see that teachers teach as effectively as possible and that children learn as much as their ability permits. In addition to this, the emerging phenomena of globalization and world as a community today and their impact and demands on the educational programme have changed the responsibilities of the Head. The Head is expected not only to assume the traditional duties such as schedules, supervising staffs, improving performances and setting up of the budget, but is also expected to give personal leadership and inspiration, involve the staff in establishing goals and procedures, organize in-service education programmes and develop good staff morale on the read to realization of educational objectives in the process of developing learners’ personalities.

In the modern era of education, a particular focus has been on the nature and requirements of the Head teacher’s role. Head teacher
is in the front-line of the battle to create an environment of quality education. The role of Head teacher is complex and is subject to conflicting expectations.

The entire academic activities of a school rest on the decision taken and the process through which the decisions are taken by the Head teacher. He has to hold the qualities of a good academician and an effective teacher in order to bring out congenial climate for academic pursuits. A good Headmaster always keeps himself abreast with the new developments in the academic field and he constantly endeavours to search the effective teaching methods suited for the climate of his school.

Institutional climate and role performance of Head of the institution are interdependent on each other. The type of the institutional climate has a greater potentiality to influence the role performance of its members. If the institutional climate is congenial, not only the Heads but also all the staff members can play their roles in a meaningful way. Administrative bodies such as Board of Education, Local Board of Administration and Honorary Secretary can also be more effective in such type of environment in exactly knowing what type of problems do exist in schools, and what type of remedial measures are to be taken up. Institutional climate helps in narrowing the gap between the role expected and the role performance and, in turn, the effective role performance is likely to improve the quality of the institutional climate.

Hence, there is a need to study the nature and degree of relationship between the institutional climate and role performance of school Heads.
The performance of an individual at work in a given institution is also a function of certain characteristics of the individual. Personal factors such as age, sex, educational status etc. as a long way in the effectiveness with which one plays his role. Likewise, personality is one of the most important aspects of these characteristics. The relationship between the two variables such as role performance and personality is quite complex. Man's progress and development is from within. The sense of purpose and volition contributes to the development of personality and other aspects of man's behaviour. As he interacts with the situation his personality becomes actualized. The actualized personalities can be likened to power which further energizes the process translating potentialities into actuality in respect of behavioural changes and role performance.

The Head and the teachers' personality play as important role in the way Head perform their roles as also the way they are perceived by teachers to have performed their role. The personality of Head teacher contributes not only in creating institutional climate but also in their own role performance, in creating a congenial, creative, stimulating work environment, resulting in the productivity of the schools including school results.

Thus the present study has been designed to know the perception of role performance of Heads by themselves and by teachers and further to study to what extent and in which direction, personal factors including personality of the Head and the institutional factors are related to performance of various roles played by the institutional leader, that is the Head of Primary Schools in the state of Orissa.
STATEMENT OF THE PROBLEM

“A Study of Role Performance of Heads of Primary Schools in Orissa in Relation to Selected Personal and Institutional Factors.”

OBJECTIVES

The study has been directed to following objectives:

1. To study the congruency in role performance of Primary School Heads as perceived by themselves and as perceived by teachers.

2(i). To study the differences in role performance Primary School Heads as perceived by themselves in relation to their personal factors, namely, (a) age, (b) sex, (c) academic qualifications and (d) experience.

2(ii). To examine the relationship between personality types and role performance of Heads as perceived by themselves.

3(i). To study the differences in role performance of Primary School Heads as perceived by themselves in relation to institutional factors, namely (a) management, (b) size of the school and (c) teacher-student ratio.

3(ii). To examine the relationship between organizational climate and role performance of Heads as perceived by themselves.

4. To study the differences in role performance of Heads as perceived by teachers in relation to their personal factors, namely, (a) age, (b) sex, (c) academic qualifications and (d) experience.

5. To study the differences in role performance of Primary School Heads as perceived by teachers in relation to institutional factors namely, (a) management, (b) size of the school and (c) teacher-student ratio.
5(ii). To examine the relationship between organizational climate and role performance of Heads as perceived by teachers.

6. To suggest which type of personal and organizational factors contribute most towards the role performance of Heads of Primary School in Orissa.

HYPOTHESES

Directed to various objectives stated as above, following hypotheses have been formulated. It may be mentioned here that due to scarcity of comprehensive studies in this area and lack of clear-cut research evidences null hypotheses have been formulated.

1. No significant incongruency exists between the role performance of Primary School Heads as perceived by themselves and as perceived by the teachers.

2(i). There are no significant differences in role performance of Primary School Heads as perceived by themselves across (a) age levels, (b) types of sex, (c) academic qualifications and (d) length of experience.

2(ii). There is no significant relationship between personality-types and role performance of Heads as perceived by themselves.

3(i). Role performance of Primary School Heads as perceived by themselves does not significantly differ with (a) management, (b) size of the school and (c) teacher-student ratio.

3(ii). Role performance of Heads as perceived by themselves is not significantly related with organizational climate.

4. There are no significant differences in role performance of Primary School Heads as perceived by teachers in relation to (a) age, (b) sex, (c) academic qualifications and (d) experience.
5(i). Role performance of Primary School Heads as perceived by teachers does not significantly differ with the (a) management, (b) size of the school and (c) teacher-student ratio.

5(ii). Role performance of Heads as perceived by teachers is not significantly related with organizational climate.

DESIGN OF THE STUDY

Descriptive survey method was used for conduct of the present study in order to explain and compare Heads' role performance as perceived by themselves and as perceived by teachers at Primary Schools level. Further, the relationship of perception of Heads' role performance by themselves and by teachers were explained in relation to five personal factors namely, age, sex, educational qualification, experience and personality of Heads and four institutional factors namely management, size of the school, teacher-student ratio and organizational climate and compared.

SAMPLE

A multi-staged random sampling technique was used to ensure representativeness of various units in selecting a sample from a population composed of sub-groups of different sizes. Within each sub-group the sampling is random. In this study, each unit of the population (Primary School teachers and Heads) was given equal chance of being selected.

The sample of this study constituted three districts as strata namely Balasore, Bhadrak and Cuttack, out of the total of six districts in eastern zone of Orissa state by random sampling technique. Out of a total of 228 Govt. schools and private schools in these districts, approximately one-fourth i.e. 52 Govt. and 05 private schools were
district-wise were randomly drawn at the second stage. Further the teachers were selected randomly from each school at the third stage of sampling. Some teachers had been dropped on account of being absent or giving incomplete responses. Principals of selected schools constituted the sample of Heads. Thus, through this process, a total of 230 teachers and 57 Heads were selected for this study.

TOOLS USED

The following tools were used in this study:

2. Organizational Climate Description Questionnaire by Halpin & Croft, 1963.
4. Personal Data Sheet locally developed by the investigator himself.

DATA COLLECTION

For collecting reliable and valid data, the researcher first of all contacted the Heads of the schools and convinced them about the utility of the study and then the teachers were also contacted and told about the purpose of the tests given to them.

After winning their cooperation and establishing initial rapport, the Heads of the schools were given all the three questionnaires i.e. Role Performance Questionnaire, Organizational Climate Description Questionnaire and Eysenck Personality Questionnaire along with the Personal Data Sheet. They took approximately one hour and 45 minutes time for filling all the questionnaires. The teachers were given Role Performance Questionnaire, Organizational Climate Description
Questionnaire and the Personal Data Sheet. Data on Personality Type were gathered only from the Heads of the schools.

These tests were given one by one. Before asking to subjects they were asked to put ‘√’ or ‘x’ mark at the right place, respective instructions for each test were made clear. They were also requested to read the instructions carefully. In all approximately two months time was taken to collect the data from Heads and teachers of 57 schools in the state of Orissa.

**SCORING AND TABULATION**

The scoring was done as per the procedures given in respective manuals for each tool. In the Role Performance Questionnaire, the scoring was based on a Five Point Likert type scale assigning a score of 5 for response category ‘Always’, 4 for ‘Frequently’, 3 for ‘Occasionally’, 2 for ‘Seldom’ and 1 for ‘Never’. By using this scoring procedure, the role performance scores were computed for each role after summing up the scores of each item in that role.

In Organizational Climate Description Questionnaire four categories of responses were scored by assigning 1,2,3,4 for ‘Rarely’, ‘Seldom’, ‘Occasionally’, and ‘Very Frequently’ respectively. All the sixty four items were scored in this manner excepting five items i.e. 4,8,25,53, and 63 which were scored negatively i.e. assigning the scores of 4,3,2,1 for categories of ‘Rarely’, ‘Seldom’, ‘Occasionally’ and ‘Very Frequently’. To find out the raw scores for each respondent, the item scores for each sub-test were added and divided by the number of items in the corresponding sub-tests. This gave scores on eight sub-tests for each respondent.
In the personality questionnaire, there were two response categories i.e. 'Yes' or 'No'. Assigning two figures such as 1 or 0, all the 90 items were scored. The raw scores were found out by adding the number of items in the corresponding sub-tests.

The information obtained through personal data sheet were tabulated under each category.

**STATISTICAL ANALYSIS**

The following statistical techniques were employed to analyse the data for the present study:

1. The raw scores obtained for nine roles of Heads, eight sub-variables of organizational climate, and three personality types were subjected to calculation of descriptive statistics such as mean, standard deviation, skewness and kurtosis to examine normality of distributions for the purpose of application of further statistics.

2. t-ratio were used to compute significance of differences in the performance of Heads across relevant personal and institutional variables.

3. Product-moment coefficient of correlations were calculated between nine sub-variables of role performance on the one hand and the eight sub-variables of institutional climate and two types of personality on the other in order to examine interrelatedness between the variables of role performance, institutional climate and personality-types.
RESULTS AND CONCLUSIONS

The main findings of the study vide Chapter-IV (I & II) are as follows:

Role performance of Heads as Perceived by Themselves and as perceived by Teachers

1. Significant differences exist in the Heads’ as well as teachers’ perception on performance of roles as planner (t=4.00), resource facilitator (t=5.88), promoter of co-curricular activities (t=3.47), and mentor and reconciliatory (t=5.25) roles of Heads. Other roles namely office manager (t=1.80), supervision of instruction programme (t=1.45), evaluator and motivator (t=.30) academician and teacher (t=1.67), and bridge building with the community (t=.43) were found to be insignificant.

The mean scores of Heads are higher in case of planner (M=39.87) office manager (M=61.33), resource facilitator (M=57.19), supervision of instructional programme (M=53.42), promoter of co-curricular activities (M=42.15), mentor and reconciliator (M=37.31) and academician and teacher (M=30.10) than the teachers (M=36.33, 58.85, 50.56, 52.25, 39.63, 33.86 and 28.50). But in case of evaluator and motivator (M=26.20) and bridge building with the community (M=44.92) roles of Heads as perceived by teachers the mean scores are higher than the heads themselves (M= 26.00 and 44.47).

On the basis of these results, the Hypothesis No. 1 “no significant incongruence exists between the role performance of Primary School Heads as perceived by themselves and as perceived by the teachers” is not accepted.
Role Performance of Heads as Perceived by Themselves in Relation to Personal Factors

2(a). No significant differences exist between groups of Heads having ages upto 45 years and above 45 years in the performance of various roles as perceived by Heads themselves when the total sample was considered cumulatively. The t-ratios for all nine roles namely planner (t=.28), office manager (t=.24), resource facilitator (t=.61), supervision of instructional programme (t=1.20), promoter of co-curricular activities (t=.87), evaluator and motivator (t=1.14), and teacher (t=.73) and bridge building with the community (t=.49) were less than .05 level of significance. The trend of results on general were in favour of above 45 years age group.

2(b). Results obtained through role performance and sex showed no significant differences between male and female Heads in their perception of performance of all roles.

2(c). The results of F-ratios which were used to find out the significant difference among the groups classified on the basis academic qualifications of Heads revealed that all the dimensions of role performance of Heads as perceived by themselves across different academic qualifications did not differ significantly.

2(d). There is no significant difference among groups of Heads having different duration of experience in the perception role performance. The role performance mean scores of planner and promoter of co-curricular activities roles of Heads belonging to 10' to 15 years experience group is highest (M=41.25 and 43.13) followed by mean scores of 15' to 20 years and 5' to 10 years experience groups (M= 41.12 and 43.00) respectively. The role performance mean score of office manager of Heads belonging to 5' to 10 years is highest (M=...
followed by the 25+ to 30 years experience group (M= 62.60). In case of resource facilitator and supervision of instructional programme roles of Heads, the mean score of 15+ to 20 years experience group is highest (M= 58.29 and 55.57) followed by 25+ to 30 years experience group (M=58.26, and 54.80). The mean score of evaluator and motivator, and academician and teacher roles of Heads belonging to 25+ to 30 years experience group is highest (M=27.20 and 31.60) followed by the mean score of 10+ to 15 years and 5+ to 10 years experience group (M=26.70 and 31.50) respectively. The role performance mean score of mentor and reconcilator of Heads belonging to 20+ to 25 years experience group is highest (M= 37.75) followed by 15+ to 20 years experience group (M=37.37). Likewise the mean score of bridge building with the community role of Heads belonging to 5+ to 10 years experience group is highest (M= 46.90) followed by 1 to 5 years experience group (M=44.91).

On the basis of these results the Hypothesis number 2 (i) "there are no significant differences in role performance of Primary School Heads as perceived by themselves across (a) age levels, (b) types of sex, (c) academic qualifications and (d) length of experience" stands fully accepted in all four components of personal factors of Heads.

2(e). The product-moment correlation coefficient between extraversion type of personality and role performance variable of supervision of instructional programme (r=.301) was found to be positive and significant at .05 level of significance. Other correlations were found to be insignificant.

On the basis of these results, the Hypothesis No. 2(ii) "there is no significant relationship between personality-types and role
performance of Heads as perceived by themselves" is only partially accepted.

**Role Performance of Heads as Perceived as Perceived by Teachers in Relation to Personal Factors**

3(a). In order to find out significant differences among different age groups of teachers on role performance of Heads as perceived by teachers F-ratios had been calculated. Out of nine roles, F-ratio of five roles namely supervision of instructional programme (F=5.87), promoter of co-curricular activities (F=6.15), evaluator and motivator (F=7.36), mentor and reconciliatory (F=10.29), and bridge building with the community (F=4.80) were found to be significant. In the inter comparison between two groups taken at a time it was found that there was significant difference between of the perception the age groups below 35 years and 35 to 50 years (t=2.17) with later scoring higher mean (M=52.94) as compared to the former (M=50.91); and between 35 to 50 years and above 50 years (t=2.77) with mean scores of 52.94 and 48.60. These results were associated with supervision of instructional programme role.

With regard to promoter of co-curricular activities role performance of Heads as perceived by teachers had significant differences between below 35 years and 35 to 50 years (t=3.47) age groups.

Teachers’ perception on evaluator and motivator role of Heads differed significantly between 35 years and 35 to 50 years (t=3.21) and between 35 to 50 years and 50 (t=2.36) years age groups.

In case of mentor and reconciliator role of Heads as perceived by teachers, there were significant differences came between below 35
years and 35 to 50 years ($t=4.40$) age groups with former scoring higher mean ($M=34.66$) as compared the later ($M=31.18$).

Teachers' perception on bridge building with the community role of Heads differed significantly between below 35 years and 35 to 50 years ($t=3.11$).

3(b). Likewise, none of the $t$-values has been found significant between perception of male and female teachers on the Heads' performance of all the nine types of roles.

3(c). With regard to teachers' perception of Heads' role performance vis-à-vis qualification, F-ratios showed that out of nine roles of Heads, teachers' perception on two roles namely evaluator and motivator ($F=5.79$) and bridge building with the community ($F=2.36$) differed significantly. When inter comparison was made in order to find out the significant difference between any two groups it was found that in case of evaluator and motivator role the academic qualification groups of Heads such as Post Graduation Vs Graduation ($t=2.85$), Post Graduation Vs Inter Mediate ($t=3.58$), Graduation Vs Matric and below ($t=2.59$) and Intermediate Vs Matric and below differed significantly with ($t=3.56$) regard to bridge building with the community role, significant differences were found out between Post Graduation Vs Graduation ($t=2.12$), Post Graduation Vs Intermediate ($t=2.89$) and Post Graduation Vs Matric and below ($t=2.55$) but the mean scores go in favour of Intermediate qualified teachers.

3(d). When comparison was made among various experience levels in teachers' perception on role performance of Heads it was found that there were significant differences in dimensions namely evaluator and motivator ($F=3.86$), mentor and reconciliator ($F=2.38$) and bridge building with the community ($F=4.03$) roles. The intercomparison of
results of evaluator and motivator role showed significant differences in case of 1-5 years Vs 10+-15 years (t=2.91), 1-5 years Vs 15+-20 years (t=3.14), 1-5 years Vs 20+-25 years (t=2.41), 5+-10 years Vs 10+-15 years (t=2.690), 5+-10 years Vs 15+-20 years (t=2.91), 5+-10 years Vs 20+-25 years (t=2.11), 10+-15 years Vs 25+-30 years (t=2.01) and 15+-20 years Vs 25+-30 years (t=2.20) experience groups.

In case of mentor and reconciliator role, significant differences were found out in case of 1-5 years Vs 10+-15 years (t=3.42), 1-5 years Vs 15+-20 years (t=2.55), 1-5 years Vs 20+-25 years (t=2.22), and 10+-15 years Vs 20+-25 years (t=2.05) experience groups.

So far as the bridge building with the community role is concerned, significant differences were found out in case of 1-5 years Vs 10+-15 years (t=4.35), 1-5 years Vs 15+-20 years (t=4.78), 1-5 years Vs 20+-30 years (t=2.49), 5+-10 years Vs 15+-20 years (t=2.31) and 15+-20 years Vs 25+-30 years (t=2.12) experience groups.

In the light of these results, the Hypothesis No. 4 “there are no significant differences in role performance of Primary School Heads as perceived by teachers in relation to (a) age, (b) sex, (c) academic qualifications and (d) experience” is fully accepted in case of sex component but with regard to other three components, namely, age, academic qualifications and experience are only partially accepted.

**Role Performance of Heads as Perceived by Themselves in Relation to Institutional Factors**

4(a). The comparison of perception of role performance of Govt. and private school Heads showed no statistical significant differences for all nine roles but the mean scores of Govt. school Heads on the role performance of office manager, resource facilitator, supervision of
instructional programme, promoter of co-curricular activities, and academician and teacher are higher (M=61.69, 57.60, 53.11, 42.23 and 30.15 respectively) than those of private school Heads (M=57.60, 53.00, 50.40, 42.20 and 29.60 respectively). However, for other roles namely planner (M=40.40), evaluator and motivator (M=26.02), mentor and reconciliator (M=47.20) the mean scores of private school Heads are Higher than those of their counterparts that is Govt. school Heads (M=39.73, 25.90, 37.27, and 44.21) respectively.

4(b). There was no significant difference between the perception of performance of Heads on nine roles namely planner (t=1.25), office manager (t=.23), resource facilitator (t=1.02), supervision of instructional programme (t=.91), promoter of co-curricular activities (t=.24) evaluator and motivator (t=.33), mentor and reconciliator (t=.41), academician and teacher (t=.41), and bridge building with the community (t=.75) from large and small schools.

4(c). Out of nine roles, significant differences were found on two roles as perceived by teachers namely that of planner and resource facilitator as far as the performance of Heads across schools with large and small teacher-student ratio is concerned. The respective t-ratios of 2.32 and 2.28 showed that differences were significant at .05 level of significance.

From these findings, the Hypothesis No. 3 (i) i.e. “role performance of Primary School Heads as perceived by themselves does not significantly differ with (a) management, (b) size of the school and (c) teacher-student ratio” stands accepted in case of management and size of the school components of organizational factors but is only partially accepted with regard to third component i.e. teacher-student ratio.
4(d). The product-moment correlation coefficient between organizational climate variable of production emphasis and role performance variable of mentor and reconciliator \( r=0.322 \), and academician and teacher \( r=0.287 \), and between thrust and planner \( r=0.269 \) were found to be positive and significant at .05 level of significance. However, in case of hindrance variable of organizational climate and academician and teacher variable of role performance of Heads, the correlation was found to be significant (at .05 level) but negative \( r=-0.328 \). Other correlations were found to be insignificant.

On the basis of these results, the Hypothesis No. 3(ii) “role performance of Heads as perceived by themselves is not significantly related with organizational climate” is only partially accepted.

**Role Performance of Heads as Perceived by Teachers in Relation to Institutional Factors**

5(a). Significant differences of perception on role performance between Government and private school teachers were found with regard to planner \( t=2.65 \), mentor and reconciliator \( t=1.97 \), academician and teacher \( t=2.99 \) and bridge building with the community \( t=3.99 \) roles of Heads. The t-ratios of other remaining roles namely office manager \( t=1.21 \), resource facilitator \( t=.55 \), supervision of instructional programme \( t=.81 \), promoter of co-curricular activities \( t=1.60 \), and evaluator and motivator \( t=.28 \) were found to be insignificant at any level of significance.

5(b). Six dimensions of role performance namely resource facilitator \( t=5.09 \), supervision of instructional programme \( t=2.92 \), evaluator and motivator \( t=2.57 \), mentor and reconciliator \( t=3.61 \), academician and teacher \( t=2.84 \), and bridge building with the community \( t=2.60 \)
as perceived by teachers of schools with 250 and above enrollment and below 250 enrollment differed significantly. And other remaining three roles namely planner (t=1.62), office manager (t=1.40) and promoter of co-curricular activities (t=.49) showed no significant difference had been found.

5(c). All t-ratios were found to be insignificant except on academician and teacher (t=2.52) role of Heads as perceived by teachers from large teacher-student ratio and small teacher-student ratio schools.

On the basis of these results, the Hypothesis No. 5 (i) “role performance of Primary School Heads as perceived by teachers does not significantly differ with the (a) management, (b) size of the school and (c) teacher-student ratio” is only partially accepted in case of all these components.

5(d)(i). Aloofness dimension of organizational climate had positive and significant relationship with planner (r=0.156), supervision of instructional programme (r=0.138), promoter of co-curricular activities (r=0.228), evaluator and motivator (r=0.213), mentor and reconciliator (r=0.125), and bridge building with the community (r=0.125).

(ii) Production emphasis of organizational climate showed positive and significant relationship with resource facilitator dimension of role performance of Heads (r=0.186).

(iii). Organizational climate having thrust was found to be positively and significantly related with three dimensions of role performance i.e. with office manger (r=0.125), evaluator and motivator (r=0.259) and bridge building with the community (r=0.173).
Disengagement dimension was negatively and significantly related to planner \((r=-0.156)\) role found to negatively and significantly correlated with planner role \((r=-0.208)\). Esprit dimension of organizational climate was also significantly but negatively correlated with planner role \((r=-0.208)\), promoter of co-curricular activities \((r=-0.169)\), and evaluator and motivator \((r=-0.176)\) dimensions of role performance. Intimacy dimension of organizational climate was negatively but significantly related with planner \((r=-0.165)\), promoter of co-curricular activities \((r=-0.176)\) and bridge building with the community \((r=-0.168)\) dimensions of role performance. Production emphasis dimension showed negative but significant relationship with supervision of instructional programme \((r=-0.164)\), mentor and reconciliator \((r=-0.128)\), and bridge building with the community \((r=-0.162)\). Finally, the consideration dimension of organizational climate was found to be positive but significantly related with planner \((r=-0.318)\), supervision of instructional programme \((r=-0.208)\), promoter of co-curricular activities \((r=-0.275)\), evaluator and motivator \((r=-0.462)\), and bridge building with the community \((r=-0.145)\) dimensions of role to performance. Rest of the correlations were found to be non-significant.

On the basis of these results, Hypothesis No. 5(ii) “role performance of Heads as perceived by teachers is not significantly related with organizational climate” by and large cannot be accepted.
OVERALL CONCLUSIONS

On the basis of the results as presented in chapter-IV and briefly overall conclusions may be drawn:

1. **Role performance of Heads as Perceived by Themselves and as Perceived by Teachers**

   Significant differences exist in the Heads’ as well as teachers’ perception on role performance in planner, resource facilitator, promoter of co-curricular activities, and mentor and reconciliator roles, when the total sample was considered.

2. **Role Performance of Heads as Perceived by Themselves and as Perceived by Teachers in Relation to Personal Factors**

   (i). With regard to differences in role performance of Heads as perceived by themselves across age, it is revealed that no significant differences exist in role performance. But the perception of Heads’ role performance by teachers across different age groups differed significantly in case of supervision of instructional programme, promoter of cocurricular activities, evaluator and motivator, mentor and reconciliator, and bridge building with the community roles.

   (ii). The personal variable of sex was not found to be a significant correlate of role performance. The perception of Heads as well as teachers on role performance revealed that sex had no impact on performance of various roles of Heads.

   (iii). There is no significant difference between the groups with different experience levels in role performance of Heads as perceived by themselves. On the other hand, with regard to differences in role performance of Heads as perceived by teachers across experience levels, it is revealed that significant differences were found in case of
evaluator and motivator, and bridge building with the community roles.

(iv). There is no significant difference among the groups of Heads having different duration of experience in the perception of Heads' role performance. But there were significant differences in evaluator and motivator, mentor and reconciliator, and bridge building with the community roles of Heads as perceived by teachers of different experience levels.

The product-moment correlation coefficient between extraversion type of personality and supervision of instructional programme of role performance was found to be positive and significant at .05 level of significant.

3. Role Performance of Heads as Perceived by Themselves and as Perceived by Teachers in Relation to Institutional Factors

(i). When the types of schools were taken into consideration the comparison of perception of role performance of Government and private school Heads showed no statistical significant difference for all nine roles. But significant differences were found out in the perception of role performance of Government and private school teachers with regard to performance of Heads roles as planner, mentor and reconciliator, academician and teacher, bridge building with the community.

(ii). The regard to size of school, significant difference could be found between the perception of performance of Heads as perceive on nine roles namely planner, office manager, resource facilitator, supervision of instructional programme promoter of co-curricular activities,
evaluator and motivator mentor and reconciliator, academian and teacher, and bridge building with the community from large and small schools. But six dimensions of role performance namely resource facilitator, supervision of instructional programme, mentor and reconciliator, academian and teacher, and bridge building with the community differed schools with less than 250 and 250 and above enrollment.

(iii). On the institutional factor of teacher-student ratio, out of nine roles, significant differences were found on two roles of Heads as perceived by themselves namely planner and resource facilitator between large and small teacher-student ratio schools. On the other hand, only one dimension i.e. academician and teacher role of Heads as perceived by teachers differed significantly on account of large and small teacher-student ratio.

(iv). The product-moment correlation between organizational climate variable of production emphasis and thrust were significantly and positively correlated with role performance variables of planner, mentor and reconciliator, and academician and teacher as perceived by teachers. But hindrance variable of organizational climate was significantly and negatively related with academician and teacher variable of role performance as perceived by teachers.

Aloofness dimension of organizational climate had positive and significant relationship with planner, supervision of instructional programme, promoter of co-curricular activities, evaluator and motivator, mentor and reconciliator, and bridge building with the community variables of role performance as perceived by teachers. Production emphasis dimension of organizational climate showed positive and significant relationship with resource facilitator
dimension of role performance of Heads; and organizational climate variable of thrust was found to be positively and significantly related with three dimensions of role performance namely office manager, evaluator and motivator and bridge building with the community as perceived by teachers.

Disengagement was significantly but negatively related with planner role as perceived by teachers and hindrance dimension had been found to be significantly and negatively related with the same role of Heads. But esprit dimension of organizational climate was also significantly and negatively correlated with planner, promoter of co-curricular activities and evaluator and motivator dimensions of role performance of Heads. Intimacy had also significant and negative correlation with planner, supervision of instructional programme, promoter of co-curricular activities and bridge building with the community roles as perceived by teachers. Likewise, production emphasis dimension showed negative and significant relationship with supervision of instructional programme, mentor and reconciliator, and bridge building with the community. The consideration dimension of organizational climate was found to be negatively but significantly correlated with planner, supervision of instructional programme, promoter of co-curricular activities, evaluator and motivator, and bridge building with the community dimensions of role performance of Heads as perceived by teachers.

EDUCATIONAL IMPLICATIONS
1. There should be better understanding between the Heads and faculty/staffs about the various roles being performed by the Heads of the institutions. The results show that the conceptual clarity about certain roles should be emphasized to reduce the
incongruency of perception of role performance as perceived by Heads themselves and as perceived by teachers.

2. Perception of the Heads' role performance by teachers across different age groups differ particularly in respect of supervision of instructional programme, promoter of cocurricular activities, evaluator and motivator etc. The results indicate that in the advancement of age, Heads are prone to become indifferent for role performed by them. The Heads should contribute their service with zeal and vigour till the last day of the retirement.

3. To be successful Head of the institution, Heads should involve teachers under them in administration.

4. This study will be helpful for administrative officers like District Education Officer (DEO), In-service Training Programmes, Pre-service Training Programme, human relations between Heads and teachers.

SUGGESTIONS FOR FURTHER RESEARCH

1. Replicative and follow up studies may be conducted for wider generalizability of results obtained in the present study.

2. Studies similar to the present study may be taken up on sample drawn from Secondary, Senior Secondary and College levels.

3. Cross-cultural/trans-cultural studies of similar type may be carried out.

4. Variables other than those included in the present study as leadership quality, behavioural aspect, information, exposure, quality control and ethical values etc. may be taken up in order to examine their effect on role performance.