CHAPTER-I
INTRODUCTION

Education is a process of great transformation that unlocks the door of humanity and development. Ariyarathe (1997) says that as one of the three wonders (mystic, manifestation and education), education implies a tremendous degree of transmission. It accomplishes its goals by way of providing knowledge, character building and empowerment of intellect necessitating not merely provision of adequate educational facilities but also quality education. According to Aurobindo (1972), “Education enables men to develop the capacity of observation and rightly knowing of the facts on which they have to form a judgement, trains them to think fruitfully and soundly and fits them to use their knowledge and their thoughts effectively for their own and common goals.”

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 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. For this, education is the most powerful and effective tool. It has both a personal and social dimension, and like the two sides of the same coin, they are inseparable. Accordingly, both type of goals and priorities which are intrinsically and causally linked must necessarily be reflected in the objectives of the teaching profession and of the teaching learning processes. For the same reason, as the
priorities and thrusts of a nation undergo certain amount of change from time to time, so must be the case for educational priorities and objectives, to enable education to retain its currency and relevance.

The quality and efficiency of any education system depends on the quality of its teachers. A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

According to Rajput (1997), though teachers of today are better qualified than ever before, they lack confidence and their public perception has ceased to be positive. Even their self-perceptions have become less favourable. However, they have to play a vital role in transforming the static society into a vibrant one with a commitment to change and development. The calibre, work-ethics and pedagogical skills of teachers are very crucial for the quality of education. Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers, as much through their personal example as through teaching learning process. The author, further states that whatever merit there remains in the present system it follows essentially from the commitment, hardwork and innovative capacity of a sizeable number of teachers who have become deeply involved in the welfare of their pupils and have, despite the heart aches and the poor rewards available in the system, given their very best to their professional responsibilities. After all, good teaching is not only competency but competency closely coupled with
commitment, the lack of which causes only wastage of precious national resources and negligence of their professional responsibilities. Teacher with dedication, sense of accountability and vision for futuristic ideas is the need of the day. It requires courage to experiment without fear or failure or reluctance to break rank. Continuous trying out of new ideas is desirable for the professional growth. Thus, teachers with competency, commitment and creativity are to be identified and nurtured.

Although educational system at every level from pre-primary to higher education is significant for human resource development, Primary Education is a corner stone of social development and a Head of the school means of improving the welfare of individuals. It promotes economic growth and strengthens political, economic and scientific institutions. Primary Education ameliorates the health and nutritional consequences of poverty (World Bank, 1990, 1993). The benefits of Primary Education for development stem largely from improved cognitive skills it imparts: literacy, numeracy and problem solving ability. A large body of evidence suggests that Primary Education in many developing countries is inefficiently organized and that school level implementation of effective strategies is particularly weak (Luckheed & Verspoor, 1991). Thus, a key issue that arises here is how and in what ways Primary Education can more effectively promote quality education and improved cognitive skills?

Primary Education forms a very significant base of entire education system 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 universal enrolment, cent percent attendance and retention by
launching various innovative programmes. Mid-day meal, joyful learning and teacher empowerment programmes deserve special mention along with DPEP. There are many programmes to improve quality of Primary Education such as Minimum Level of Learning; Operation Blackboard; In-service Training for Teachers; and Orientation for Primary School Heads implemented by the State Government to improve physical facilities, to attract poor parents for sending their children to schools, to motivate quality conscious parents for better education and to provide opportunities for enhancing the Heads’ potentialities, abilities, leadership qualities and managerial and administrative skills. The success of Primary Education to a large extent depends on the discharge of managerial and administrative responsibilities of the school Head who can provide an effective leadership with the mutual co-operation of respective teachers and the community.

CHALLENGES OF PRIMARY EDUCATION AND HEAD TEACHERS’ ROLE

Inspite of the initiatives of the Government of India of improve the quality of teaching and administrative corps at primary level by raising pre-service education requirements, improving teacher training programmes and increasing the diversity of the teaching and administrative force, the historical deficiencies in teachers’ education and poor performance incentives, however, leave many teachers and Head with little understanding of the managerial tasks, and lack of competency in teaching skills.

Strengthening the managerial and institutional capacity of the Primary Education system typically requires improving organizational
structures, developing institutional capacity, and broadening the information system. It also necessitates adequate changes at the levels of institutions, district level personnel, and village education committees to acquire many new responsibilities and carry out efficiently the complex tasks that Heads already perform. These shifts in responsibility need to be accompanied by careful planning to minimize the administrative constraints of the Heads that arise when there is lack of sufficient authority or resources to do their job effectively, when the lines of communication are blocked, when the roles and responsibilities are unclear or when the Heads' time is consumed by routine tasks.

The Central Government of India is responsible for developing many aspects of policy and for funding centrally sponsored schemes in primary education, and it provides general financial transfers to states. Its allocations to education under the Ninth Plan are stated to increase significantly. The Central Government has increased its role in Primary Education since 1986, mainly by supporting interventions to improve learning. It has employed both uniform and specially tailored interventions.

In terms of assets, firstly the country has expanded Primary Education system that has put the basic elements of schooling within reach for many children. Its second asset is a strong policy framework with significant commitment for the central and the state Governments. The third is an innovative and initially well-financed reform programme aimed at strengthening primary education, with a strong focus on quality. And the fourth is an emphasis on educational research and development and the increasing community involvement in activities of schools at the Primary level.
The Government at both centre and state level, have frequently reiterated its intention to ensure that public resources for education increase to 6 percent of GDP over the period of the Ninth Plan (1997-2002). Both the centre and the states need to increase significantly their allocation to primary education. This will be very difficult unless the fiscal performance of the public sector improves substantially. Nevertheless providing all children with a better Primary School education is within India’s grasp. Many states have identified and applied successful strategies for providing schools, classrooms, teachers, Heads, textbooks and other instructional material to reach this objective, and these strategies could be adopted and used in other states. Many states have found avenues for co-operation between public and private institutions in training teachers and constructing and managing schools; these lessons could be applied in other states.

India has achieved high gross enrolment rates, but low attendance and high dropout rates mean that many fewer children complete the primary cycle than those enrolled in Primary Schools. If all children are to complete Primary Education of good quality, the Governments (Centre, State and Local) must create accessible schools, increase the efficiency of student flow and provide the resources needed to improve quality. For the most difficult-to-reach children, this education may be provided through non-formal or alternative education programme.

The main challenges for central, state and district education authorities is to improve the supply, quality and empowerment of education in rural primary schools. Cost-effective strategies must be found for increasing the percentage of children aged between 6-10 who complete Primary School, improving their general levels of
learning and, reducing gaps associated with gender, poverty and tribal or caste affiliation. The scale and complexity of the necessary changes require that authorities including the Heads continue to play a constructive role in management, planning and implementation.

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. Construction of local material 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 repeating grades or dropping out.

The Indian Government has made a commitment to the goals of Education for All in the 1990 World Conference held in Jomtien, Thailand. It has set a goal of providing education of good quality to all primary school-age children. And it has committed itself to ensure that the necessary sources are available, indicating that the allocation to education will increase from less than 4 percent of GDP to 6 percent by the end of the Ninth Plan in 2002. The challenge of Primary Education in this context is improving the quality of Primary Education and using available resources more efficiently; priorities that no state can ignore. Kerala, Orissa and Tamil Nadu now have the capacity to enroll all children ages 6-14 and by improving efficiency, could reach the Jomtien goals in the near future.

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.
EMERGING SHIFTS AND CHALLENGES VIS-A-VIS SCHOOL HEADTEACHER

For the purpose of educating children, schools have to provide the faculty, the materials and the academic climate. The Heads’ prime responsibility is to see that teachers teach as effectively as possible and that children learn as much as their ability permits. All the responsibilities e.g. custodial services, transportation services, secretarial and office work, the cafeteria programme, maintenance and operation of the school plant or the administration of materials and supplies of instruction has only one purpose: the furtherance of a better educational programme.

As the administration of Primary Education experienced professional amplification, the attending responsibilities and opportunities likewise have expanded. To an individual aspiring to the career goal of school Headship, the position provides exceptional opportunities for service, personal satisfaction, and professional stimulation as well as reasonable remuneration. Few other educational posts provide equal scope of performance of the administrative leadership and supervising tasks. The challenges associated with the position command the attention of the most competent.

The Headship provides a type of experience and affords visibility which can not be discounted in opening avenues to other educational positions, opportunities in supervision, services of central office administrative government agencies, and higher education are available to the successful Head. Current trends in societal and educational change may well lead to a much greater range of opportunity in the years ahead.
In addition to this, the problems of the world today and their impact and demands on the educational programme have changed the responsibilities of the Head. His duties and responsibilities have increased not only in their number but in their scope. He is expected to assume the traditional duties such as planning the overall organization, arranging schedules, supervising staff, improving performance and setting up of the budget. Moreover, he is asked to give personal leadership and inspiration, involve the staff in establishing goals and procedures, organize in-service education programmes and develop good staff morale. The changing nature and extension of responsibilities of the Primary School administrator make it increasingly important that these responsibilities be carefully delineated and value judgements be made of their relative significance to the purpose of administration.

CONCEPT OF ROLE AND ROLE PERFORMANCE OF SCHOOL HEADTEACHER

The terminology of role is widely used in industrial and bureaucratic organizations. In the field of education each position in an organization structure has an associated role which consists of the behaviours expected of the occupant of that position. For example, the Head of the school is expected to supervise the teachers of the school, to plan and organize the school programme, to assist teachers with tutorial and disciplinary problems, to deal with parent-teacher relations, and to engage in many other school-related activities. These expected behaviours are generally agreed upon not only by the occupant of the position but also by other organization members and of the members of the society in which the organization is embedded.
The term role may also be viewed in different manner. It may be identified as expected role or perceived role or an enacted role (Szilagyi & Wallance, 1980). The perceived role is the set of behaviours that the occupant of position believes he/she should enact. This may or may not correspond to expected role, since the later depends on the perception of others. The enacted role is the set of behaviours an occupant actually carries out. Again, the enacted role may be different from the expected role and/or the perceived role. To the extent that there are differences among these different aspects of role, the probability of organizational conflict is increased. In most instances, however, there is good agreement between expected and perceived roles; when the enacted role departs too much from the expected role, modifications in both have to take place to reach an agreement.

The roles are not theoretical prescriptions for any organizational pattern. The roles emerge as a product of organization structure, expectations of the organization members and community at large, perception of the occupant of the position and his manifested behaviour.

The term “role expectation” is generally used in role theory that apply to descriptive behaviour. Lindgren (1973) summarized the essential of expectation on person’s role that “the person who occupies a position is expected to behave in certain ways, and he tends to hold these expectations are acquired through processes of social learning and are reflected in the role he plays”.

Role expectation also can be defined as person’s stimulus and response. Sarbin and Jones (1968) defined the term role expectation in terms of stimulus and response, and further suggested the ways in which role expectation could be assessed. They stated that “role
expectation is a cognitive structure inferred on the stimulus side, from the person’s previous commerce with regularities in others behaviour and on the response side, from the person’s tendency to group a number of descriptions of actions and qualities together with the name of specific social position. Role expectation may be assessed by an inventory composed chiefly of action sentences or an instrument which taps qualitative aspects.”

While discussing role and role conflicts, Hunt (1971) states on role expectation that, “It is common practice to refer to that aspect of a total role construction that refers to the behaviour of another as a role expectation ...... it would be perfectly legitimate to use the term role expectation to refer to any anticipation of particular behaviour patterns contingent upon another’s occupancy of any given position regardless of any relationship to one’s own. Persons holding expectations concerning the role performances of others commonly strive to communicate their expectations to the focal-person in hopes of influencing the latter to confirm to them.”

In education and specifically of the Primary level, a particular focus has been on the nature and requirements of the Head teachers’ role. Head-teacher is front-line of the battle to create an environment of quality education. It is utmost of importance to ensure the objectives/goals of school are laid down in specific and clear terms and they are attainable; sufficient amount of resources are procured or mobilized and they are utilized optimally; and there exists a sound system of evaluation whereby performance appraisal takes place continuously and scientifically. All these are very vital for a school not only to discharge routine functions but also to grow horizontally and
vertically. Thus, it is very important that school needs an effective Headmaster.

Secondary Education Commission (1952-53), while emphasizing on the importance of Headmaster, states “on him the proper working of school ultimately depends. The reputation of school and the position it holds in the society depends, in a large measure, on the influence that he exercises over his colleagues, his pupil and the general public. He is always responsible for carrying out the policies and programmes of the Department of Education and he acts as a liaison between it and the management of the general local community.”

The Education Commission (1964-66) also makes a mention the importance of Headmaster. National Policy on Education (1986) states “a very important role must be assigned to the Head of an education institution ..... Heads will be specially selected and trained.”

The Ramamurthy Committee (1990) states “the Head of the educational institution shall have significant role to play in the effective management of the school. The role of the institutional Head is a crucial factor in the management. It is in view of this critical link of the Head between institutional management and institutional efficiency that training of Heads have been emphasized.”

The role of Head teacher is complex and is subject to conflicting expectations. The Head teacher’s role has undergone fundamental changes. New expectations and additional responsibilities have been thrust upon him. His routine administrative duties have been deemphasized and his educational leadership roles have gained prominence. Analysis of role ambiguity of Heads have disclosed ambiguity in all major area of the Head’s work (Mok, 1985). Heads are
expected to provide clear direction to the educational enterprise, but they themselves have a few clear indications of what constitute both the boundaries and content of their work (Duignan, 1987). Ambiguity results from the fact that Heads are expected to accomplish different things in different groups (Duke, 1987).

The Headmaster holds the key position and plans, co-ordinates and organizes various programmes of the school. He carries the traditions and projects the image of the school according to his own ideas and ideals. He, besides performing the classroom instructional tasks, organizes the instructional work, various co-curricular activities, extramural talks, class supervision, evaluation, verification of records, guidance of services, school broadcast programmes, curricular preparation and distribution of teaching jobs among teachers. He is responsible for ensuring proper maintenance of discipline, and harmonious development of the school. He has also to make budgets, do accounting, verification and checking documents of the school. Occasionally, he gives his remarks regarding the nature and extent of correction and suggestions for improving the situations, and provides the adequate physical and welfare facilities for better teaching-learning activities. He makes correspondence, furnishes proposals to government for improving infrastructure and academic programmes, plans for various work like holding annual sports, prize distribution ceremonies and preparing abstracts of attendance, enrolment, fee collection, expenditure statements and annual reports.

In terms of human interactions, the Headmaster maintains friendly relationship with teachers, students, parents and community. He also promotes willing participation and sharing of pupils in the management and organization of both curricular and co-curricular
programmes. He makes some arrangements for inviting dignified personalities to give talks and demonstrate their work to students and teachers. He keeps contact with various voluntary agencies and philanthropic organizations to enlist their help and co-operation for promotion of school environment. He acts as the light house of knowledge and inspiration. He records supervision remarks, makes class promotion and takes preliminary steps for the next session.

These roles of Head teacher could be summarized according to Srivastava (1991) as those of planner, manager of the school, resource facilitator, supervision of instructional programme, promoter of co-curricular activities, evaluator and motivator, mentor and reconciliator, academician and teacher, and bridge building with the community. As a planner, the Head teacher plans the systematic method of designing the future course of action. He has to carry on his organization from his present position to where he intends in future. He is required to possess the vision of the future scenario before taking any decision, more so because educational environment is dynamic and fast changing. He would have to indulge himself in setting up of future objectives for the school, setting related policies and procedures, launching the projects and deciding the concerned strategies.

Although, there are ministerial staff available to support the Head teacher as a manager, the primary duty of the school management is shouldered on him. A good number of research evidence indicates in this favour.

In order to ensure smooth functioning of institution as a resource facilitator, arrangements must be made to make available the needed material and human resource at right time. He has to
procure, utilize and maintain the resources in an optimal manner failing which, he may tax the organization either by deficient resource supply or on account of their surplus cost. He should recruit adequate number of teachers and other staff at right time for making available human resource to his school.

As a good **evaluator**, the Head teacher gives correct feedback to his staff members and students, instruct them to change current in appropriate behaviours, encourage future growth and help them in identifying their vocations. Correct and unbiased evaluation of teachers and other staff may help the Head teacher and other staff to accomplish the institution's objectives by motivating them with suitable reward measures. The role as a motivator for a school Head is equally important for harnessing the potential of his followers and developing the capabilities of students.

As a **mentor** the Head teacher projects his personality in a desired way so that the students, teachers and other administrative staff may learn and grow through his guidance. It requires interpersonal sensitivity and the ability to appraise potential to others.

Resolving conflicts is another important role that a Head teacher has to play for avoiding wastages of human efforts and for enhancing efficiency of his working system. In a democratic set-up, conflicts are frequent and natural phenomenon which a Head teacher must understand, manage and actively play to reconcile (**reconcilitator**) so that institution's performance may not deteriorate.

The entire academic activities of a school rest on the decision taken by the Head teacher. He holds the qualities of a good **academician** and an effective **teacher** in order to bring out congenial climate for academic persist. Without these abilities he would be
unable to sense, vision and diagnose the problems of school’s academic environment. 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.

The role of Head teacher assumes a paramount importance in the present era of information technology, wherein schools are no longer confined to boundary walls. As a part of world communication these have been brought on the world maps and have to compete with the quality education. The Head should plan to purchase essential reference materials and essentials of hardware and software of information technology to be utilized in the school. Computer education is currently being taught right from primary to university level in other states of India. But in the state of Orissa which is considered as a backward state information technology is still unthinkable. But the role of Head master can be seen in the way in which he maneuvers resources within his reach for the purpose of improvement/acquisition of information technology equipment within his school. Inadequacies of IT curriculum and instructional materials constitute the most important factors which can adversely affect the quality of Primary Education in the state.

Globalization, according to Albrow (1990), “refers to all those processes by which the people of the world are incorporated into a single world society, global society.”

Globalization is a multidimensional process which, like all significant social processes, unfolds in multiple realms of existence, simultaneously. It may be understood in terms of an open-ended synthesis of several disciplinary approaches. This extends beyond
Globalization has an effect on education and human resource development. The education and human resource development sector should provide human resource capital required for accelerating national development. India has a rich source of specialized resources in research institutions to facilitate human utilization for the enhancement of globalization. School to school peer tutoring mentor network in which two to seven schools can get together and share ideas related to educational management should be promoted. The duty of the Head teacher in harnessing successfully the information technology expands to creating school-to-school mentor network. The recommendation made by Kothari Commission (1964-66) to form school complexes to share the human as well as non-human resource if implemented is even today a right step towards globalization. Must of the responsibility for this challenging task lies on Heads of the schools.

PERSONAL FACTORS AND ROLE PERFORMANCE OF SCHOOL HEADS

As a person goes through life he undergoes changes in physical abilities to perform many activities. He also undergoes changes into maturity and will to do different tasks. Age is the most important factor that influences the interest and ability to perform various activities in life. Often it is observed that certain job is most appropriately specified for some specific age group. In the area of educational administration, although, no such specification is provided, yet, there may exist some differences in performance of
administrative tasks due to variations in age. Jones (1987) emphasized that the Heads “under-50s perceive a much greater need than the over-50s for training in how to integrate the work of the school, and how to articulate philosophy; they are also keener on training in evaluation, resource management and self-management, the management of innovation and change; they put higher value on Headship qualities such as flexibility and empathy, thinking and creativity; they are also more aware of the need to be tough as well as flexible. The older Heads are altogether less keen on training, though, surprisingly, they are much keener than the younger Heads on training in institution.”

Sex is considered to be an important factor of affecting the human performance in various walks of life. Administrative behaviour being a specific fact of human behaviour, as much may also be influenced by the nature of sex.

The academic achievement of a person seeking growth of any career is often considered to be a reliable indicator in respect of the quality of services that he can provide at the place of employment. Indicators of these achievements for developing a scale to guage it are, however, most often a complex and difficult task on account of number of intricate factors involved in the subjectivity associated with the evaluation system. Despite these limitations, the academic achievement believed to be the results of integrated effect of a best of factors such as intelligence, ability to learn, presence of mind, hardwork and other positive personality characteristics, is given utmost significance in the process of organizing a person’s suitability for a particular job and in evaluating the job performance.
Experience, in general, is said to have very significant influence in qualifying and enriching the human performance abilities. However, this factor is dependent on various situational aspects, such as social circumstances of experience, interest, and intellectual level of the person acquiring experience, time duration devoted for gaining experience etc. Baring the time, none of the forementioned experimental elements are either measurable objectively in respect of their relationship with experience. The time duration is, therefore, considered, most often, as a single reliable measure of experience. The relationship of experience with various administrative abilities as measured in term of time, can thus be viewed as important.

Human personality is a compromise between what it itself wishes to be and what the environment permits it to become (Haas, 1970). An individual has capabilities and needs that are never permitted or enabled to emerge for varied social or cultural reasons, and cause psychological stresses. The persons having healthy personality get-up to deal with the stresses effectively are shaped by the constant challenging interaction with their environment which their counterpart may not be able to do.

The term “personality” is used broadly to refer to all those factors that describe a person’s propensities and fears, his habits and the like. It is the dynamic organization of various factors—wither heredity and environmental, physical, social and psychologisation, which determine one’s capacity to deal with the environment effectively. As such, it assumes a great significance as determinant of both differential reactions to role pressures, and maintaining a balance between social structure and proper adjustment. Levinson (1959) writes: “just as social structure presents massive forces from within
Every individual has to deal with the kind of socio-psychological world in which he lives. He faces a particular environment in which others will make demands upon him, describe his behaviour in given ways, react to him with approval and disapproval and act so as to facilitate or hinder him with various gains and losses. Such a complex system of requirements and conditions of work affects his modes of adoption and, in order to justify himself, he gives his personal role-definition.

The terms "personal role definition" has been used by Levinson (1959) to encompass the individual's adaptation within the institution. According to him, "this may involve passive adjustment, an active furthering of current role demand apparent conformity combined with indirect sabotage, attempts at constructive innovation (revision of own role or of broader structural arrangements) and the like". Selznick (1957) also believes that it helps in various ways to maintain the social structure. It may involve a high or a low degree of the self-commitment and personal involvement on the part of the individual. Thus, it has varying degrees of fit with the role requirements. According to Biddle and Thomas (1966), "When we speak colloquially of the individual who is a misfit or a square peg in a round hole, we are referring generally to the lack of fit between the personal, social and the cultural mould to which he is constrained to adjust."

When an individual is confronted with role prescriptions that are personally unwelcome, when the nature of the demand is either nuclear to him or too complex and overburdening, and when different sets of demands are mutually contradictory, the individual tries to
overcome the crisis by resolving it. It is the problem of role adaptation. He tries to adjust himself to such conflicting expectations by restricting the situation (Burchard, 1954). He defines his position, sets of expectations and his limited resources of intelligence, temperament, physique and the learning required in this context. Then he offers a solution to resolve such crisis. This suggests that the personal definition of the situation is an essential part of proper adjustment. One can not proceed without it particularly in the socio-psychological world of roles.

The term “role performance” as stated by Levinson (1976), refers to the overt behavioural aspect of role definition to the more or less characteristic ways in which the individual acts as the occupant of social position. As such it is related to and embedded in other aspects of personality. In defining situation an individual takes the help of his conception of his occupational role, his basic values, life goals, conception of self and so on.

Role definition and role performance in a way can be considered as aspect of personality. In a conflicting situation the individual attempts to structure his social reality, defines his place within it, and then guides him to search meaning and gratification. Role definition and role performance are, in this sense, an ego achievement—a reflection of the person’s capacity to resolve conflicting demands, to utilize existing opportunities and create new ones, to find some balance between stability and change, conformity and autonomy, the ideal and the feasible, in a complex environment (Levinson, 1959).

According to Singh (1995), there are also variations in the degree to which personal role definition and role performance are embedded in, and influenced by the personality characteristics. These depend
upon the ways in which the ego carries out its internal functions of coping with, and attempting to synthesize the demands of id, ego and super ego – the psychodynamics of personality. Without knowing about these psychodynamics it is not possible to analyse the personal role definition and role performance which are assumed by the individual within his socio-cultural environment. In this way, role performance, personality and the social institution can be seen as interlinked with each other.

Thus as role is assigned by the institution, in order to perform the role effectively or otherwise personality of the person becomes a significant factor along with institutional factor.

Much of success of Headteacher depends on his ability to relate to different personalities, since the role performance of teachers is often advanced or retarded according to the way, they are treated. In addition, part of his task is actually to develop among teachers and young people appropriate behaviour patterns, so that they intern become adequate in their responses to the world in which they live.

Emotional tone and Headteacher’s role in the school administration contribute to the shaping of both teacher’s and students’ personality. Modification of behaviour in the light of needs, interests helps them to become active in all respects. A positive attitude toward humans involved in the teaching learning process coupled with the healthy personality traits serve as models for teachers, staff and students to emulate those characteristics and adjust to the situations in and outside the school environment. This helps in creating better institutional atmosphere, and better teaching-learning situations.
Further, the Head and the teachers play an important role in moulding the personalities of the students. The way they handled and teach their students has an effect on the personality development because students spend a significant part of their lives in teaching-learning situations. Though much of child's personality is already shaped at home yet the Head and teachers substitute the parents in schools in shaping/developing their personalities.

Thus, the study of personality of Headteacher is very important contributing not only in creating institutional climate, but also in the role performance of the Heads themselves. Jilani (1961) while highlighting the importance of personality in educational sphere, states that any person with good degree is acceptable as a Headteacher irrespective of the fact whether he is socially adjustable, can command respect from students and be their guide in the formation of their character, though, theoretically everyone is aware that formation of character or personality is one of the most important objectives of education at different stages.

Bassett (1967) remarked the education of the children is dependent upon the teachers and the quality of the children's schooling will vary in direct proportion to the quality of the teachers working in the school. The extent of this involvement in quality teaching is a measure of Headteacher's success. Headteacher's personality is by and large responsible in creating a congenial, creative, stimulating work environment, resulting in the productivity of the school including school results.
INSTITUTIONAL FACTORS AND ROLE PERFORMANCE OF SCHOOL HEADS

The institution has certain role structures and expectations which may be called nomothetic dimension of the institution. The institution operates according to a set of principles and established roles in order to accomplish its objectives and the individuals in institution operate with in a structured environment. An individual working in institution helps to achieve institutions objectives and at the same time satisfies his own needs. This condition is possible if there exists a favourable climate in the institution.

The concept of institutional climate in educational settings systematically came into existence in 1954, when the idea of institutional climate of schools was discussed. The study was taken up in 1954 by Haplin and Croft. Since then, it has become the most well known concept and measure of institutional climate. It is a concept which described various roles of participants interacting within the sociological and psychological framework of an institution. It shows the pattern of school interaction that take place within the institution family. Guion (1973) stresses the usefulness of the term as it identifies precisely the set of independent variables which ought to be changed in order to maintain or even increase the effectiveness of the institution and its members. Prakasam (1979) states that the working atmosphere in the institution where people live and work is one of the most important factors influencing employee's performance.

Theoretical and research literature on institutional climate clearly points out that an employee's subjective perception of his institution has a lot of influence on his behaviour. According to Schneidtor and Hall (1972), climate perceptions emerge as a result of
the person’s numerous activities, interactions, feelings and other daily experiences in the institution. Further the perceived climate may be related to performance which is important to the institution as well as to the individual himself. It means institutional climate is an important factor which contributes to the failure and success of the teachers and Heads.

Although, this concept has been the subject of empirical investigation for decades but it fails to be conceived in respect of a universally agreed definition (Halpin, 1966; Stern, 1970; Anderson, 1982; Victor and Cullen, 1987; Miskel and Ogawa, 1988; and Hoy et al., 1990). Moreover, conceptual and operational definitions and measurement techniques are highly diverse and even contradictory (James & James, 1974). As a result, varied definitions have been given.

The concept of institution is viewed by Moore (1951) in a social pattern or structure of relations among a number of persons oriented to a set of goals or objectives or to the group as a whole as a unity. For Bernard (1958), institutional climate implies a system of consciously co-ordinated activities or forces of two or more persons.

Argyris (1959), in his definition of institutional climate, includes several aspects such as plurality of parts, each part achieving specific objectives; various parts maintaining themselves through their interrelations and simultaneously adopting to the external environment and thereby maintaining interrelated state of parts. This definition is one of the few that explicitly accounts for the vital influence of the institutional functional autonomy.

Gibbs (1960) designates the climate of an institution as atmosphere. When the new observer comes into a group for the first
time, he is able to sense a feeling about the group which he calls as climate.

Foreland and Gilmer (1964) define institutional climate as the overall impressions of an institution of an individual gathered through numerous activities, interactions and feelings etc. Halpin (1966) observes distinct institutional climates when he states any one who visits more than a few schools notes quickly how schools differ from each other in their field. In one school, the teachers and Head are zestful and exude confidence in what they are doing. They get pleasure in working with each other. This pleasure is transmitted to the students, who thus are given at least a chance to discover that school can be happy experience. In a second school, the brooding discontentment of teachers is palpable, the Head tries to hide his incompetence and his lack of sense of direction behind a cloak of authority and yet he wears the cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. The psychological sickness of faulty skills percolate to the students who, in their own frustration, feedback to the teachers’ mood of despair. A third school is marked by neither joy nor despair but by hollow rituals. Here, one gets the feeling of watching on elaborate charade in which teachers, Head and students alike are acting out their respective parts. The acting is smooth even fluent, but it appears to have little meaning for the participants. Ina strange way, the show just does not seem to be ‘for real’. And so, too, as one moves to other schools, one finds that each appears to have different climate of its own.
Katz and Khan (1966) define institutional climate as a conglomerate of institution’s taboos, folkways and other cultural factors.

Litwin and Stringer (1968) view institutional climate as a set of measurable properties of work environment, perceived directly or indirectly by the people who live and work in this environment and assume to influence their motivation and behaviour.

According to Sharma (1968) institutional climate is a pattern of social interaction that categories an institution. The main units on interaction in this concept of climate are individuals, the group and the leader.

For Tagiuri and Litwin (1968), institutional climate is an enduring set of internal characteristics that distinguishes one institution from another and influences the behaviour of its members. In a very simple definition of institutional climate, Schiender and Syndes (1975) view that it is a summary perception which people have of an institution. Davis (1977) considers institutional climate as the entire social system of a work group.

Two important aspects of climate are the work place itself and treatment received from management. According to Korman (1978), the climate of an institution may be extent to which it is seen by either those who are inside or outside the institution, as egosupportive, hierarchical, ambiguous, conflict-prone and routinized to cite just a few of the descriptive terms often used.

Hoy and Clover (1986) opine that institutional climate is a set of measurable properties of the work environment of teachers and administrators based on their collective perceptions. Whereas, according to Neumann et al., (1988) institutional climate can be
summarized as relatively enduring quality of the school environment which is affected by the Head’s leadership, experienced by teachers and based on collective perceptions.

Deer (1990) perceives institutional climate as an average of the perceptions, individuals have of their daily work environment.

Thus, the perceptual core underlying definitions of institutional climate, may be interpreted to mean that institutional climate includes description in perception and attitudes. If it is employed as an institutional attribute it would be confusing since the use of perceptual measurement introduces variance which is a function of differences among individuals and is not necessarily descriptive of institutions or situation. Again, it is a note-worthy point from the above definitions that institutional climate has been variedly perceived as; an interaction which takes place between institutional members (i.e. seniors and subordinates) as they fulfill the prescribed roles while satisfying their individual needs; perception of members of the institution of the interrelationship within the institution, especially, between superiors and subordinates with reference to “need satisfaction” and goal achievement and; a personality of the institution.

The assessment of any institutional climate may readily be used as a criterion of judging the prevailing environment of an institution. By knowing the results of assessment of institutional climate the Head of the institution can think of further improvements. The results can be extremely useful in a practical way if firstly it is not taken in terms of judgment and evaluation but taken as a feedback to improve the status of the institution and secondly, the results of institutional assessment are presented to the staff as feedback for their analysis,
evaluation and discussion. If the constituent staff members are readily concerned about the effective institutional climate then they are going to benefit from this feedback. As a consequence, institutional climate can become more conducive in raising the standard of the institution.

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. Institutional climate helps in narrowing the gap between the role expected and the role performance (Wold, 1982; Minsinger, 1986; Alege, 1989; Kelly, 1986; Dudney, 1986; Pandey, 1989; Fratangelo, 1999; and Massaro, 2000); and further the effective role performance is likely to improve the quality of the institutional climate (Sargent, 1966; Sharma, 1968; Ganzalez, 1980; Crane, 1981; Vrable, 1985; Emery, 1986; Leake, 1987; and Lightle, 1987).

Hence, there is need to study the type and the nature and degree of relationship between the institutional climate and role performance of school Heads.

**NEED AND RATIONALE OF THE STUDY**

Management of education has become the management of change. School management today is in many ways different from management yesterday. For efficient management of school it is utmost important to ensure that the objectives of the school are laid down in specific and clear terms and they are attainable; sufficient amount of resources are produced or mobilized and they are utilized optimally; and there exists a sound system of evaluation whereby performance appraisal takes place continuously and scientifically. These are very vital measures for a school not only in respect of the
discharge of routine functions but also in relation to its growth—both horizontally and vertically. These can be facilitated with the effective role performance of Heads of the institution and hence need to be studied.

For the success attainment of educational targets, a Head has to perform multiple roles. Keeping this view the role of the Head teacher assumes special significance. A school Head is required to possess the characteristics of an effective leader with a futuristic vision.

Primary education, which is foundation of all educational systems, has been a neglected area of education. Universalization of education has been accepted as a national goal since long, but it is only recently that Government has concentrated its efforts towards this goal by providing greater funds. Still target has not been achieved. Apart from universalization, the objective of the “quality primary education” remains still far behind. While many factors may significantly contribute immediate attention for the quality primary education, factors of congenial institutional climate and performance oriented teachers and Heads who can provide quality inputs are of the paramount importance. This necessitates the empirical research of factors which lead to a better role performance.

Role performance of the Heads has assumed many challenges these days, one of which is resource crunch which prevails everywhere. The challenge of resourcefulness is an important factor for any institution. Timely availability of adequate resource is an essential requirement for the functioning of any institution. In order to ensure uninterrupted functioning of institution arrangements have to be made to make available the needed resources at right time. The responsibility clearly falls on Heads of the institutions who have to
procure, utilize and maintain the resources in an optimal manner. Likewise, the supervision and inspection of instructional programmes of the educational institutions are the responsibility of the Heads.

Similarly, there is a significant association of school performance with co-curricular activities in shaping the personalities of students. The teachers no doubt would have to organize and motivate students for participation in such activities, however, the basic function of creating in infrastructure and climate for the purpose rests on the school Heads.

The power of mentoring as a tool of effective education is being increasingly recognized by management practitioners. The Head teacher has to hold the qualities of a good administrator alongwith being academician and an effective teacher in order to bring out congenial climate for academic persuits in his school. The maintenance of proper relation with the community and the interpersonal relationship with the teachers and students is also important. Research is further needed in these areas in order to know how in the changing scenario, the degree of congruence or otherwise in role performance of Heads as perceived by the teachers and Heads themselves.

Schools are formal social agencies for educating the young according to the acceptable social values and attitudes of the society. Whatever contributes to the proper and adequate realization of the social objectives is to be incorporated and considered in the institutional climate by those whose mission is to educate the young people. The institutional climate of school has a serious impact upon the pupils in developing intellectual, physical, social, moral and emotional faculties to make them healthy functioning member of the
society. Therefore, it is needed to take into account the institutional variables and with a view to achieving a full understanding of all the forces that interact to produce an educational environment.

Educational environment a part and parcel of overall is little doubt that institutional climate. If the institutional climate is congenial, not only the Heads but all the staff members can play their roles in a meaningful way. Administrative bodies such as Board of Education, Local Board of Administration and the 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. The empirical research in this area is needed for a better understanding of role performance of teachers and Heads.

The performance of an individual at work in a given institution is also a function of certain characteristics of the individual. Personality is one of the most important aspects of these characteristics. The relationships between these two variables (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 personalities become actualizes. The actualized personalities can be likened to power which further energizes the process translating potentialities into actualities in respect of behavioural changes and role performance.

Thus the present investigation has been designed to study 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 role played by the institutional leader that is Head. The problem of study is entitled as follows:

"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.

DELIMITATION OF THE STUDY

1. The sample survey is restricted to the Eastern Zone of Orissa state.
2. Further, study was limited in its focus on quantitative aspects of two major variables: personal and institutional factors.