CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of related literature is an important pre-requisite for actual planning and execution of any research work. The researchers need up-to-date information and benefits from the work of their predecessors. The study of related literature helps the investigator in acquiring information about the studies conducted in the field, protecting against unnecessary duplication, guiding in carrying out the investigation successfully and making him/her familiar with the research trends.

The present study deals with role performance of Head teachers as perceived by themselves and by their respective teachers. It also aims to study how personal and institutional factors are related to performance of Head's different roles. Accordingly, in this chapter, an attempt has been made to take stock of studies, which have relevance to the present problem. The literature having a direct or indirect bearing on the study has been reviewed under following sub-heads:

(I). Role Performance of Headteachers.

(II). Role Performance of Headteachers and Personal Factors.

(III). Role Performance of Headteachers and Institutional Factors.

ROLE PERFORMANCE OF HEADTEACHERS

Mahajan (1970) conducted a study on Principals' supervisory role. He found that most of the Principals did not play an effective supervisory role due to various factors. Usually the Principals ignored helping and guiding teachers in teaching methodologies and subject content. The observation of classroom teaching was more for inspecting than helping teachers.
Panda (1975) conducted a study on administrative behaviour of Headmasters on 2000 teachers from 168 schools of Rajasthan state selected through stratified random sampling technique. The findings of the study revealed that (i) Headmasters in their administrative behaviour were more self-oriented, authoritarian, traditional, academically apathetic as compared to teachers on the one hand and less effective in communication, less co-operative, less outcome-oriented, and less permissive on the other; (ii) Urban school Headmasters were more adaptable, outcome-oriented, and less rejecting than the rural school Headmasters; (iii) The Headmasters of effective schools as compared to rural schools were result-oriented, permissive, co-operative, constructive and adaptable.

Shukla (1980) reported that a positive correlation was found between authoritarianism and alienation. Administratively more effective Principals generated low degree of alienation in teachers while the administratively less effective Principals caused higher degree of alienation in them.

Backer (1983) investigated the role of the superintendents of schools of Colorado. The investigator used Superintendent Behaviour Questionnaire to gather data for testing ten null hypotheses. The study revealed that school district size had a significant effect on the importance of a reference group attached to the job dimensions of the school superintendents.

To investigate the role of elementary school Principal as building manager and instructional leader, a research study was conducted by Kuch (1983) in the University of Pittsburgh on a sample of 18 Principals and 43 teachers. Significant difference was found in the importance attached to building manager and instructional leaders'
role. The study again revealed that Principals spent more time in instructional leadership tasks than the teachers.

Irwin (1983) conducted a study to examine the role of secondary school Principals in Los Angeles. The schools perceived their role of mainstreaming handicapped children into regular classrooms. Special Personal Responsibility Matrix Questionnaire designed by Council of Exceptional Children was employed for data collection. The data were analysed by employing t-test technique. Principals' own perceptions of role was higher as compared to the perceptions of teachers. High congruency in role perception between Principals and teachers was found out.

The role of full-time elementary school Assistant Principals in the Baltimore Country Public Schools was studied by Alban (1984). The study revealed that Principals devoted more time in securing and distributing instructional material, attending routine office duties, testing children and handling school discipline as compared to the time spent on appraisal role.

In order to study how secondary school Principals perceive the changes in their roles from the seventies to the eighties, the skills required to fulfill the role, and their own capacity to change in terms of their skills, Crawford (1984) collected the data by means of personal interview as also by a questionnaire which served as a confirmation of the material provided in the interview. The study indicated that Principals' perceptions and understanding of their changing roles were found to be related to instructional and human relationship factors.

Gaur (1984) investigated role performance of Heads. The major findings of the study revealed that (i) in the academic area, the perceptions and conceptions of Heads and teachers were highly in
favour of library and laboratory facilities, their perception of work being as satisfactory; (ii) the Heads conceived their roles regarding organization of academic activities as very high and their perceived role in this area was satisfactory but teachers' perceptions of this area were average; and (iii) both the conceived and perceived roles of Heads and teachers regarding leadership quality were satisfactory.

Keirnes (1984) conducted a study on Principal's role as an agent of change. The study revealed that factors that support the initiation of change were teacher involvement, readiness in problem solving processes, clarity of goals, continuous monitoring, staff meeting that promote problem solving, rate of communication and a climate of renewal.

Hill (1985) undertook a study on Principals' perception of their roles in the decision-making process. A Likert-type scale questionnaire was designed and distributed to Principals of Public Schools in North Central Florida Country. The analytical treatment of the data was accomplished through the ANOVA and Duncan New Multiple Range Test. The study revealed that subjects' perception of their role in the decision-making process differed significantly by position, experience and age, but moderately by school based management. Their age and experience also influenced their role in decision-making process.

In order to investigate role conflict in the small-high-school Principalship evolving from conflicting expectations towards the Principal's instructional programme and evaluating roles, Marshall (1985) studied Principals of 10 small North-East Texas High School Principals through the structured interview questions which were tape recorded and transcribed. Frequency counts, averages and content
analysis were used to analyse seven research questions. The study revealed that intra-role conflicts existed within Principals' expectations towards the instructional programme and evaluating roles of the small-high-school Principalship.

Rossi (1985) conducted a study on role and functions of the elementary school Principals. A questionnaire was developed and distributed to a stratified random sample of Principals. The questionnaire was dealt with areas like personal, and professional data, demographic data, salaries and fringe benefits, problems of Principalship and role of the Principal. Frequency distribution was employed to present data and data were crosstabulated by using Chi-square test to determine significance at the .05 level. The results indicated that when a Principal was satisfied with his job/profession he could play better roles. Principals spent the greatest amount of their time on school management although they would like to spend more time on improvement of the school.

Bhagia, Junga and Srikant (1986) conducted a study on role performance of Heads. The main findings of the study revealed that: (i) the roles connected with academic and curriculum management were the ones which got the last ranks on the frequency of their performance; (ii) there was greater frequency of the administrative roles as compared to the roles of “supervisor of instructional programme”, “promoter of co-curricular activities”, and “academician and teacher” indicating a trend in the direction of the Principal being more of an administrator; (iii) for the roles of “office manager”, “promoter of co-curricular activities”, and “staff evaluator and motivator”, there was relatively difference between the ranking of perception of teachers about the frequency with which the role was
performed and ranking of the related time taken by the Heads; (iv) for roles “planner and innovator”, “supervisor of the instructional programme”, and “academician and teacher”, the Heads reported spending a fairly large or considerable chunk of their time, while the teachers felt that the roles were not being performed to that extent.

Erwin (1986) investigated the tasks performed by the secondary school Principals. The tasks chosen for this study were categorised into five areas, administrative, evaluative, public relations, interpersonal and institutional. Data were collected with the help of questionnaire from the sample of 8 Principals and 435 teachers. The statistical analysis such as frequency distribution and percentage were used. The study revealed that the most important tasks played by the Principals were: facilitation of instructional programme, developing an annual plan, practising, recognizing students and their achievement and communicating the purpose of observations and classroom visits.

A study on Principals’ work behaviour was conducted by Chung (1987) in order to develop a comparative picture of the managerial behaviour of secondary school Principals. Five Korean Principals were observed during 27 days. After each Principal was observed, each was then interviewed to assess the Principals’ perception of the managerial behaviour. The study revealed that work behaviour of Principals was centred around desk work. Only a small portion of time was devoted to classroom observation and monitoring.

Das (1989) found from his study that a positive and significant relationship was found between Principals’ administrative behaviour and teachers’ attitude towards building and facilities and supervisory relations whereas, no significant relationship was found between
administrative behaviour and teachers' attitude towards administrative policies and support materials and equipments, staff relations, work load, educational effectiveness and students evaluation practices.

Srivastava (1991) conducted a study on role performance of secondary school Principals by taking a sample of 48 Principals and 370 teachers. The researcher herself developed a role performance questionnaire to measure nine different roles of Principals. The study emphasized the qualitative aspect of the role performance which was geared up to search into the level of involvement of the principal into his administrative responsibilities. The study showed that there was significant correlation between teachers' observations and Principals' perceptions. The Principals played the better roles being as a planner, mentor and reconciliator, bridge-building with the community, office manager and supervision of instructional programme than as a evaluator and motivator, resource facilitator, academician and teacher, and promoter of co-curricular activities.

A study by Lieblich (1993) was conducted on the role of the Principal in sustaining educational innovations in a secondary school in Western Europe. The constant comparative analysis method was used to sort, compare and analyse the data. The findings of the study showed that the Principal did not play a highly significant role in sustaining the innovation. It was found that the role that culture played in the process was significant. The culture of the school was very supportive of the change process and of the innovation itself and there was a high need for the innovation.

Livsey (1994) conducted a study on Principal's leadership behaviour. The methodology incorporated both qualitative and
quantitative measures. Sample consisted of 60 Principals. The main findings revealed that Principals provided leadership that had an impact upon teachers' attitudes and behaviour making. The teachers were receptive and pro-active towards change. Both the qualitative and quantitative data revealed that the Principals were pivotal in the change process. Anecdotal responses underlined the importance of the Principals' personal relationships with his staff. The teachers' perceptions of the leadership qualities i.e. academic goal formation, energy harnessing, communication facilitation and instructional management made them more responsive in implementing change. Sense of commitment, both in the Principal and in groups of teachers created a sense which they identified in “team spirit” and this spirit brought pressure on other teachers to confirm to the norms of the group.

Seelans (1994) undertook another study on the Principal's role in implementing an inclusive education. The purpose of the study was to examine the process of change in schools. This study utilised a qualitative design. The researcher concluded that the inclusive education mandate required a significant shift in attitudes and practices among school personnel; the forces that significantly inhibited change were the negative attitudes of teachers and parents of regular education students, and the simultaneous implementation of other changes in the school; adoptions and minor adjustments were made by a small number of individuals in order to maintain the status-que for the majority of students and teachers; and the responsibility for severely disabled students remained with special education personnel.
Benjamin (1995) conducted a study on the impact of SB620 on the role of Principal. The purpose of the study was to determine the impact of Senate Bill 620 (School-linked Health and Social Services) on the traditional role and responsibility of Principals in California schools. Data were collected from 82 schools and responses were analysed by using descriptive statistics, the Kolmogorov-Smirnov, and a dependent t-test. The major findings showed that most of the Principals were taken on tasks of forming relationships with outside agencies and committee work. Both groups indicated the impact of SB620 on the Principals' supervisory duties. The tasks delegated to subordinates, included discipline and managing other programmes. The test of proportion indicated a significant difference between the single-grant Principals and the cluster-grant Principals in community relations, managing other programmes and working with students. There was significant difference between two Principal groups forming relationships with outside agencies. The dependent 't' indicated no significant difference between the two groups of Principals on the impact of SB 620 on classroom visits.

A study was conducted by Bryant (1995) to investigate the leadership role of Principals in the implementation of the seven components of the commitment. The analyses revealed that all Principals experienced a shift in their leadership roles towards increasing their levels of personal leadership power. As educators, fully implementing Principals were (i) moving towards applying quality technologies in education; (ii) focussing on issues related to improving all aspects of the educational system; (iii) developing leadership skills in all personnel; (iv) planning more strategically for curriculum development; (v) looking at students to be more responsible and
accountable for their education; (vi) focusing on parents and community members as critical stakeholders in education; and (vii) moving away from the traditional model of educational leadership into a newer quality model of the commitment.

Solow (1995) studied the roles and responsibilities of elementary Principals. A semi-structured, taped interview technique was used with 15 elementary Principals, their immediate supervisors and a sample of teachers selected from each building. It was found that the Principals contributed elements to the instruction process. The Principals whose job descriptions directly included elements and who received a financial incentive presented a greater commitment to this process.

Elder (1998), on the basis of a study on the role of Principal in meeting the needs of the students, concluded that the Principals used a variety of language types and gave responses that showed strong educational values with family which influenced personal experiences with children of special learning needs. These influences helped them to provide instructional leadership for learning settings where all children were treated with respect and received the services which they needed to be successful in the school.

Tripses (1998) conducted a qualitative research with regard to the examination of the Principals to create meaningful improvements in schools. The main findings of the study revealed that: (i) the most expert problem solvers employed problem formulation that included knowledge of school reform and curriculum plus a strong sense of change management; (ii) all Principals expressed a high regard for their teachers, insisted that preparation for quality review be meaningful and learned along with teachers in the preparation
process; (iii) the most expert bifocal Principals focused on the symbolic aspects of problem formulation from the beginning of the process and were expert technical problem solvers.

Tabet (1998) explored the catholic school Principals’ role with regard to its management and leadership capacity. The study was theoretical and descriptive in nature. Data were gathered by preliminary questionnaire, individual interviews, a focus group interview as well as participant observation to explore the themes of management and leadership as experienced by Principals. Data were analysed, discussed and synthesized. The discussion of significant issues included management topics such as delegation, strategic planning, time management, financial management and the evaluation of staff development of teachers; and the leadership topics such as vision, mission, faith formation and school culture. The findings of the study suggested that the future effectiveness of the Principalship rested upon the clear conceptualisation and implementation of both management and leadership functions.

Greco (2000) undertook a research in order to study the professional role of elementary school Headteachers. The study focused on six elementary Headteachers who were identified as leaders of excellence. The findings of the study indicated that the themes were identified, some of which included serving as a positive role model, serving as a facilitator or enabler, serving a key communicator and providing staff development opportunities.

On the basis of findings of the studies reviewed, it can be inferred that:

1. There is no consistent congruency in role perception between Principals and teachers.
2. While performing their multi-roles the Principals devote more time to play their roles as a planner and innovator, supervisor of instructional programme and practices rather than roles as resource facilitator evaluator and bridge builder with the community.

3. The work-behaviour of the Principal is primarily centred round desk work rather than classroom observation and monitoring.

4. Role performance of Heads is significantly affected by the relationship between school and outside agencies as also by the culture.

5. There are significant differences between the Government and private school Principals with regard to performance of their roles.

6. The role perception differs significantly by position, experience and age but moderated by school-based management.

7. Leadership provided by Principals has significant effect in teachers’ attitude towards change and innovation.

ROLE PERFORMANCE OF HEADTEACHERS AND PERSONAL FACTORS

The association of personal factors with the performance of different roles in life is natural for any human being. This fact has also been acknowledged by several researchers (Kuch, 1983; Clarke, 1984; Knowles, 1984; Wells, 1984; Hill, 1985). The effects of personal traits such as experience, training and beliefs with respect to school Principal’s activities was studied by Bassert et al. (1981) and Dwyer et al. (1983) who reported that activities of a school Principal are highly influenced by the said factors. Personal factors may cover a
large number of attributes such as age, sex, marital status, socio-economic status, scholastic achievements, experience, value pattern, aptitude, attitude, beliefs, personality, etc. However, in accordance with the variable taken in the present study, review of research in this section has been limited to only those studies which have taken into consideration the variables of age, sex, educational qualification, experience and personality factors.

Rosen (1955), in the study on personality of executives, found that in general the Heads were more intelligent than the general public. In this study one-half of the Heads scored in the top 5 percent on Intelligence Tests. They also showed a good ability to manipulate figures and words, they reasoned well and spoke fluently.

Rahudkav (1963) found that age, marital status and academic qualification were positively associated with the Head's role performance. John (1966) studied the role performance of Heads and found that the more positive the attitude towards the school the higher the role performance. Likewise, Hill (1985) found from his study that the age and experience of the Principals influenced their role in decision making process.

Argyle (1972) found that successful managers were intelligent, well adjusted and strongly motivated. They were also reported to be friendly, dominant and socially skilled.

Dwivedi (1978) summarised the results of thirty-two studies conducted on relationships between personality and performance of roles. Personality traits were eight times more important than lack of skills in the reasons given for discharge; self-confidence and happiness were positively associated with successful role performance; nervous disorders, unsatisfactory social relations and
manifest anxiety were related to increased absenteeism; neuroticism and extraversion were associated with role performance.

However, Mahant (1979) found from his study that age, sex and experience had no influence on administrative behaviour of Principals, no relationship was found between teachers’ and Principals’ perceptions regarding administrative behaviour.

Hakimji (1980) also found that the Heads of the majority of the schools acted as innovators. Age, sex, experience and educational qualification of Head did not effect the trying out of new ideas.

Jahangiri (1983) could not identify the significant association between managerial role of Principal and as well as sex. In the same vein, Bhagia, Junga and Srikant (1986) found that the personal factors such as age, qualification, experience and training had no significant relationship with role performance.

Srivastava (1991) studied the relationship between role performance and personal factors. It was found that the age of the Principals did not influence their performance of role as office-manager, resource facilitator, evaluator and motivator. But in the rest of the roles such as planner, supervisor of instructional programme, promoter of co-curricular activities, mentor and reconciliator, academician and teacher and bridge-building with the community and age affected the performance of school Principals. Scholastic achievement did not have any influence on the performance of Principals in the role of planner, office manager, promoter of co-curricular activities, evaluator and motivator, academician and teacher. The scholastic achievements in the view of researcher had much to do with quality of performance rather than its quantity. In the cases of resource facilitator, supervision of instructional
programme, mentor and reconciliator, bridge-building with the community where this factor had significant influence, it was found that the Principal having low scholastic achievement level were superior than the rest in most cases. Experience had significant influence on the performance of all the roles: the Principals having experience level between 6 to 15 years were better performers than those with level of experience either below 6 years or above 15 years.

Brown (2000) found that the elementary Principals who were effective behaviour managers had a more humanistic pupil control ideology. The positive relationship was found between role performance and personality of Principals.

Zigrang (2000) conducted a study to find out the relationship between Principal's role and personality. The study revealed that the personality type of Principals may not have a significant relationship with the Principals administrative and managerial roles.

On the basis of the findings of the studies reviewed, it can be concluded that:

1. A mix trend of significant and non-significant relationship is noted as far as the influence of age and experience of the Head teachers on their role of decision-making process is concerned.
2. Significant correlation between personality and role performance of Headteacher has been observed although with regard to the direction of relationship, there is conflicting evidence indicating both positive and negative relationships.

Review in this section shows scarcity and inconclusiveness of research on role performance of Headteachers in relation to their personal factor especially personality characteristics. Therefore, a need was felt to undertake research in this area.
ROLE PERFORMANCE OF HEADTEACHERS AND INSTITUTIONAL FACTORS

Rajeevalochana (1981) found that no relationship existed between Principals' administrative behaviour and institutional climate, while Principals' administrative behaviour influenced the traditional or progressive character of the school.

Das (1983) conducted a study on role of school Principals in relation to institutional variables. The sample of the study consisted of 26 Principals, 260 teachers and 1020 class IX students of 26 English medium secondary schools from Gujarat state, Daman in Goa, Daman and Diu Union Territory. The Principal Performance Description Survey developed by the University of Georgia (1973-77) and modified by the investigator and Institutional Inventory by University of Georgia (1974) were used as tools for data collection. The data were analysed with the help of descriptive statistics, Pearson's Product Moment Correlation, t-test, rank-difference correlation and the Mann-Whitney 'U' test. The study revealed that: (i) there was significant positive relationship between Principals' administrative tasks and teachers' attitude towards work and work settings of the institution; (ii) the Principals were moderately effective in their role performance of administrative tasks; (iii) no significant relationship was found among Principals' administrative role and institutional climate, administrative role and students' achievement, teachers' attitude towards work and work setting of the institution and students' achievement and institutional climate and students' achievement. The teachers manifested most favourable attitude towards supervisory relations as compared to administrative policies and support, staff relations, workload and student evaluation practices.
Arena (1983) on the basis of a study on Principal leadership and institutional climate concluded that instructionally effective and ineffective institutions do not differ significantly with respect to Principals' leadership quality but they differed significantly with respect to institutional climate.

Isome (1983) undertook a study on Principals' leadership and institutional climate. This study revealed that Principals' instrumental, supportive and participative leadership and teacher involvement in the administrative and institutional structure of the institution contributed significantly to the variance in total climate.

Baraiya (1985) investigated the relationship between leadership behaviour of Headmasters and institutional climate. Data were collected from 500 teachers of 100 higher secondary schools of Gujrat state, 100 Headmasters and 75 management members. The study indicated that 27 schools were found to have open climate and 8 to have autonomous climate, 11 controlled climate, 6 familiar climate, 13 parental climate and 35 closed climate. Out of 100 Headmasters, 45 were effective teachers and 30 ineffective teachers. The sex of the Principals and the qualification of the Principals were not found to be the determining factors in the institutional climate of the school.

A study on interpersonal characteristics of Principals and institutional climate of schools was conducted by Emery (1986). The empirical phase of the investigation was guided by seven hypotheses and two research questions that related to personal and social characteristics of Principals in relation to the climate of sixty eight schools in New Jersey. The results of the study suggested that the selected personal and social characteristics of the study were not related to institutional climate.
Dudney (1986) undertook a research on the Principals' influence upon the educational climate of a school as perceived by teachers in the north-side independent school of the district at San Antonio, Texas. Using Learning Climate Inventory and the School Climate Observation Checklist, the perceptions of teachers and Principals were taken to assess the climate of nine schools and the leadership role of the Principals. The study indicated that all the middle schools had a slightly open climate. The leadership role of the Principals was perceived as open.

Kelly (1986) conducted a study to determine the perceptions of the institutional climate and leadership competencies at various levels of Humber college. This non-experimental, qualitative study examined the complex phenomenon of leadership and its relationship to institutional climate. A strong positive correlation was found in several climate and leadership factors.

Pandey (1989) conducted a study on institutional climate and Headteacher moral. The findings indicated that high teacher moral is associated with the openness. Significant relationship was found between openness of climate and moral of Headteachers working therein.

Ann (1999) investigated the relationship of substitutes for leadership role of Principal and institutional climate in the elementary school. The study proposed that characteristics of the individual and the institution had the potential to act as substitutes for leadership and take the place of the hierarchical superior thus, exerting positive or negative influence over subordinate attitudes and effectiveness. Leadership substitutes affect the climate of an institution. But the research hypothesis was not confirmed. Restriction of range was
postulated as an explanation for the unexpected results. In a supplementary analysis, Principal openness was correlated to characteristics of task substitutes.

A descriptive study of Principal leadership and social system variables of institutional climate through the perceptions of elementary school teachers was conducted by Rubio (1999). The School Assessment Survey was used to measure institutional/school climate and Supervisory Behaviour Description Questionnaire by Edwin Fleishman was used to measure the leadership roles. Differences in scores were found to be significant ANOVA and Post HOC Scheffe tests. Findings suggested that Principals do affect teacher improvement, Principals who meet teachers’ needs of being cared about, ensuring success, encouraging and reassuring them, giving them information, feedback and suggestions were those who created relationships which prompted the teacher to become more competent. Again the study revealed that, if Principals could fulfill the needs of teachers, the teachers could move beyond what they needed to better understand and provide what children needed and must have in order to achieve.

A case study was conducted by Porth (2000) on initial impact of a new elementary school Principal on institutional climate to analyze the perceptions of elementary school teachers regarding ten effective Principal characteristics for developing a positive climate in the institution. The rank order of these characteristics in the research literature included high expectations, supportiveness, academic emphasis, orderly environment, instructional leadership, enthusiasm, resource management, organization, communication and collaboration. Statistically significant differences were found on only,
the environment scale. The respondents ranked the ten characteristics as: communication, supportiveness, collaboration, orderly, environment, enthusiasm, academic emphasis, instructional leadership, high expectations, organization and resource management. The teachers particularly valued the Principals' interpersonal skills, especially in the areas of communication, support and collaboration. The study revealed that the Principal's behaviour was influenced by the institutional climate.

Massaro (2000) conducted a research to study the role of Principal and its effect on institutional climate. The sample of the study included 20 elementary school Principals and 330 elementary school teachers. The findings showed a disagreement between teachers and Principals about the influence of the Principal actually exerted over institutional climate. Principal demographics, total number of years working in the field of education, had no association with teachers perceptions of institutional climate. Differences in Principal self-evaluation and differences in teacher perceptions of a Principal's role showed no association with teacher gender. However, female teachers had higher mean climate scores as compared to their male counterparts.

Review of studies given in this section reveals a mixed picture of results as regard to the relationship of Heads' role performance and the institutional climate. While no significant relationship is found between Heads' administrative role and institutional climate, some of the studies, on the other hand, indicate a positive relationship between Heads' managerial role and institutional climate, thereby necessitating further research into the area.
In this contradictory situation, the need was felt to examine the research question as to whether role performance of Head is related with institutional climate or the two are more or less independent of each other?

**HYPOTHESES**

Directed to various objectives and guided by the review, 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.