

## Role Performance of the College Principals in Relation to their Conflict Management, Job Satisfaction and Demographic Variables

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### Abstract

In the present study, role performance of college principals were taken as a dependent variable whereas conflict management, job satisfaction and some demographic variables pertaining to college teachers were studied as independent variables. The descriptive survey method was used to conduct this work in which correlation technique was employed to find out the relationship among various variables. The target population in the present study covered all the principals and teachers working in various colleges of Haryana. These are 19 districts in the state out of which 10 district were selected on the random basis for drawing at the sample for the study. Owing to the obvious time and economic constraints, as many as 50 colleges principals along with their 400 teachers were randomly called one from the above cited 10 districts which constituted the sample for this research work. From each college, the principal and 8 respective teachers were taken. For the sake of accomplishing its objectives four tools were selected. These tools are:-

- (i) Role Performance Questionnaire by N.M. Bhagia, Nalini Juneja.
- (ii) Conflict Management Questionnaire by Udai Pathak.
- (iii) Job Satisfaction Scale by Muthaiyya.
- (iv) Background Information form developed by investigator herself.

**KEYWORDS** – Role, Role performance, conflict management, job satisfaction, demographic variables.

### **Introduction**

The word “role” is borrowed from the theatre and, as in the theatre, refers to prescribed actions -- actions expected of those who occupy a particular social position. When stepping into a new social role we must perform its actions, even if we feel some what inauthentic. But generally our sense of ‘phoniness’ does not last long. Within a formal organization — a variety of roles must be performed, and behaviour must be enacted by heads. These roles are divided up into job, which consists of duties, obligations and formal aspects of the behaviours of the heads. To accomplish the purpose for which the job was created, the head must do something behave in such a way that his/her duties are successfully done and his/her obligation discharged.

### **ROLE OF COLLEGE PRINCIPAL**

The position of the principalship, which began as a head-teacher and part-time administrative position, is now reaching the status of a professional position and has attained many characteristics of one. The college principals are attaining longer tenure. They have their own professional organizations and a body of literature and publications specifically devoted to their work, and in other ways they are being identified as a professional group. The place which a principal acquires is inherent in

the position itself rather than being attached to the one who occupies the position, although the principal can, through effective leadership, greatly enhance his own prestige and public esteem for his position.

The success of the college depends upon the ability of the principal who is responsible for academic as well as administrative functioning of the college. The college is essentially a co-operative enterprise, in which every member, has a vital role to play yet, principal entrusted with the responsibility of coordinating guiding and integrating various programmes. The principal is the real manager of the educational institution. He/she is the both academic and executive head of the college as well as a real source of inspiration for teachers through constant flow of information between him/her and teachers. The efficiency of a college principal in managing college effectively in such a situation, expresses the capability of skilled manager. Hence, managerial behaviour is an integral part of the principal's job where he/she has to work in various capacities, many roles to generate a healthy environment in his/her college.

Good relationship between the principal and the staff are essential if the college is to be effective. A principal must have that ability to be on friendly terms with his/her dignity. The role of the college principal in a college as an educational manager is dualistic in nature, to deal with pupils, parents and staff on one hand and on the other hand work for college supervisors and inspectors to fulfill the responsibility assigned by them.

### **Objectives of the Study**

1. To study the role-performance of the college principals as perceived by their respective teachers.
2. To explore the relationship of role-performance of the college principals with their conflict management.
3. To study the relationship of role-performance of the college principals with their job satisfaction.
4. To study the relationship of role-performance of the college principals with their age (include age also).
5. To study the relationship of role-performance of the college principals with their teaching experience.
6. To study the relationship of role-performance of the college principals with their teaching administrative experience.
7. To find out the difference of role-performance of the male vs. female college principals.
8. To find out the difference of role-performance of the married vs. unmarried college principals.
9. To find out the difference of role-performance of the academic qualifications in terms of doctorate vs. post-graduate college principals.

### **RESEARCH METHODOLOGY**

Descriptive survey method was used in the present work.

#### **Population and Sample**

For this proposed work the data was collected from 10 out of 19 districts of Haryana. From each college, the principal and his/her 8 respective teachers were taken. More precisely, the districts college and college teachers were selected by the investigator through the lottery method. Thus, 50 principals and 400 college teachers

constituted the sample for this study.

### Tools Used

- (i) Role Performance Questionnaire (RPQ) developed by Bhagia, Nalini and Srikant (NIEPA) 1988.
- (ii) Conflict Management Questionnaire (CMQ) developed by Udai Pareek.
- (iii) Job Satisfaction Scale (JSS) developed by Muthaiyya, 1973.
- (iv) Background Information Form (BIF) developed by investigator herself.

### Collection of Data

Although a number of methods for data collection are there but for the present work the investigator herself visited all the colleges for the sake of data collection.

### Statistical Techniques Used

Following statistical techniques were used for analysing the data:

- (i) Mean (ii) Median (iii) S.D. (iv) Skewness and Kurtosis (v) Product Moment Correlation (vi) t-values.

### Main Findings

- A. Distribution of Role Performance of the College Principals as perceived by their respective teachers.
- B. Relationship of Role Performance with Conflict Management.
- C. Relationship of Role Performance with Job Satisfaction.
- D. Relationship of Role Performance with Demographic Variables.
  1. Relationship of Role Performance of the College Principals with their age.
  2. Relationship of Role Performance of the College Principals with their teaching experience (in years).
  3. Relationship of Role Performance of the College Principals with their administrative experience (in years).
  4. Significant difference between Role Performance of the College Principals and their sex (male and female).
  5. Significant difference between Role Performance of the College Principals and their marital status (married and unmarried).
  6. Significant difference between Role Performance of the College Principals and their academic qualifications.

**Table 1**

### Correlation between Role Performance and Conflict Management (As a whole)

Sr. No.	Dimensions of Role Performance	Name of Dimensions	r(with Resignation of Conflict Management)
1.	Planner and Innovator	A	.0561
2.	Office Manager	B	.0595
3.	Resource Facilitator	C	.0849
4.	Supervisor of the Instructional Programme	D	.0913
5.	Promoter of Co-curricular Activities	E	.0534
6.	Staff Evaluator and Motivator	F	.0735
7.	Mentor and Reconciliator	G	.1190*
8.	Academician and Teacher	H	.1132*

9.	Representative of the College	I	.0467
10.	Bridge-Builder with the Community	J	.0997*
11	Total		.0943

N = 400

\* Significant at 0.5 level

Df = 398

\*\* Significant at .01 level

Table 1 depicts correlation between Role Performance and Conflict Management. It is evident from the table that as many as three dimensions i.e. G, H and J are significant. There are positive correlations between Conflict Management As a Whole and Role Performance Dimensions G, H and J. This suggests that the college principals who perform roles relating to Office Mentor and Reconciliator, Academician and Teacher, and Bridge-Builder with the Community, resolve their conflict through conflict management.

Rest of the correlations between Role Performance and Conflict Management are found to be insignificant.

### Role Performance and Job Satisfaction

This Section deals with the relationship between Role-Performance and Job Satisfaction. The correlation was computed with the help of Product-Moment Method. The obtained results have been given in the following lines:-

**Table – 2**

### Correlation between Role Performance of the College Principals and their Job Satisfaction

Sr. No.	Dimensions of Role Performance	Name of Dimensions	r(with Resignation of Conflict Management)
1.	Planner and Innovator	A	.2870*
2.	Office Manager	B	.2916*
3.	Resource Facilitator	C	.1934
4.	Supervisor of the Instructional Programme	D	.2873*
5.	Promoter of Co-curricular Activities	E	.0308
6.	Staff Evaluator and Motivator	F	.3012*
7.	Mentor and Reconciliator	G	.1882
8.	Academician and Teacher	H	.2764*
9.	Representative of the College	I	.1052
10.	Bridge-Builder with the Community	J	.2764*
11	Total		.2941*

N = 400

\* Significant at .05 level

Df = 398

\*\* Significant at .01 level

Table 1 depicts correlation between Role Performance and 'Job Satisfaction'. It is evident from the table that as many as seven dimensions i.e. A, B, D, F, H, J and also As A Whole are significant. There are positive correlations between job satisfaction and Role Performance Dimensions A, B, D, F, H, J and also on As A Whole. This denotes that the college principals who performs roles relating to planner and Innovator, Office-Manager, Supervision of Instructional, Staff Evaluator

and Motivator, Academician and Teacher, Bridge-Builder with the community and also As A Whole are prone to have better job satisfaction.

### Role Performance and Demographic Variables

This section deals with Role Performance of the college Principals and Some Demographic Variables. These demographic Variables are studied in term of age, teaching experience, administrative experience, sex, marital status and also academic qualifications of the principals. The details of the variables appear in the proceeding lines.

**Table – 3**  
**Relationship between Role Performance of the College Principals with their Age**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	r(with Resignation of Conflict Management)
1.	Planner and Innovator	A	.1601
2.	Office Manager	B	.2320
3.	Resource Facilitator	C	.2308
4.	Supervisor of the Instructional Programme	D	.2679
5.	Promoter of Co-curricular Activities	E	.2665
6.	Staff Evaluator and Motivator	F	.2879*
7.	Mentor and Reconciliator	G	.2131
8.	Academician and Teacher	H	.2812*
9.	Representative of the College	I	.1759
10.	Bridge-Builder with the Community	J	.2732*
11	Total		.2400

N = 400  
df = 398

\* Significant at .05 level  
\*\* Significant at .01 level

Table 3 depicts correlation between Role Performance of the college Principals and their age. It is evident from the table that as many as three dimensions i.e. F, H and J are significant. As far as minimum and maximum age limit between 39 to 60 years is concerned.

Rest of the correlations between Role Performance and age are insignificant.

### (2) Role Performance and Teaching Experience

**Table – 4**  
**Relationship between Role Performance of the College Principals with their Teaching Experience**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	r(with Resignation of Conflict Management)
1.	Planner and Innovator	A	.1601
2.	Office Manager	B	.2320
3.	Resource Facilitator	C	.2308
4.	Supervisor of the Instructional Programme	D	.2679

5.	Promoter of Co-curricular Activities	E	.2665
6.	Staff Evaluator and Motivator	F	.2879*
7.	Mentor and Reconciliator	G	.2131
8.	Academician and Teacher	H	.2812*
9.	Representative of the College	I	.1759
10.	Bridge-Builder with the Community	J	.2732*
11	Total		.2400

N = 400 \* Significant at .05 level

df = 398 \*\* Significant at .01 level

Table 4 depicts correlation between Role Performance and teaching experience. It is evident from the table that as many as three dimensions i.e. A, E and H are significant. As far as minimum and maximum teaching experience between 05 to 36 years is concerned.

Rest of the correlations between Role Performance and teaching experience are insignificant.

**Table – 5**  
**Relationship between Role Performance of the College Principals with their administrative experience**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	r(with Resignation of Conflict Management)
1.	Planner and Innovator	A	.3310*
2.	Office Manager	B	.2363
3.	Resource Facilitator	C	.3080*
4.	Supervisor of the Instructional Programme	D	.2906*
5.	Promoter of Co-curricular Activities	E	.2349
6.	Staff Evaluator and Motivator	F	.2082
7.	Mentor and Reconciliator	G	.2028
8.	Academician and Teacher	H	.0953
9.	Representative of the College	I	.1985
10.	Bridge-Builder with the Community	J	.2550
11	Total		.2570

N = 400 \* Significant at .05 level

df = 398 \*\* Significant at .01 level

Table 5 depicts correlation between Role Performance of the college Principals and their administrative experience. It is evident from the table that as many as three dimensions i.e. A, C and D are significant. As far as minimum and maximum administrative experience is between 01 to 34 years concerned.

Rest of the correlations between Role Performance and administrative experience are insignificant.

#### 4. Role Performances and Sex

In order to see the male and female difference of the Role Performance, dimensions –wise mean differences for these categories were computed. The results are being reported.

**Table - 6**  
**Mean difference of Male and Female College Principals on Role Performance**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	Mean and SD of Male Principals	Mean and SD of Female Principals
1.	Planner and Innovator	A	205.821(39.934)	197.909(37.297)
2.	Office Manager	B	348.750 (60.317)	336.909(60.317)
3.	Resource Facilitator	C	362.750(68.645)	358.773(58.767)
4.	Supervisor of the Instructional Programme	D	259.679(53.666)	258.591(59.004)
5.	Promoter of Co-curricular Activities	E	296.429(60.942)	285.000(51.831)
6.	Staff Evaluator and Motivator	F	196.179(44.905)	186.455(36.684)
7.	Mentor and Reconciliator	G	209.286(46.011)	205.364(41.576)
8.	Academician and Teacher	H	147.643(46.011)	136.727(32.715)
9.	Representative of the College	I	150.000(33.402)	142.682(26.382)
10.	Bridge-Builder with the Community	J	203.643(41.256)	200.091(39.977)
11	Total		2380.179(465.881)	2308.500(414.462)

NS = Not Significant      df = 48

Table 6 indicates that none out of eleven t-test is significant. Hence, it is suggested that male and female college Principals do not differ while performing their roles or in other words they are almost equal to each other on their role performance.

#### (4) Role Performance and Marital Status

In order to see the married and un-married difference of the Role Performance, dimension-wise mean differences for these categories were computed. The results are being reported.

**Table-7**  
**Mean Difference of Married and Unmarried College Principals on Role Performance**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	Mean and SD of Married Principals	Mean and SD of Unmarried Principals
1.	Planner and Innovator	A	201.596(36.577)	214.00(65.100)
2.	Office Manager	B	343.617(54.393)	342.333(119.603)
3.	Resource Facilitator	C	359.638(58.172)	382.333(119.603)
4.	Supervisor of the Instructional Programme	D	256.787(46.922)	297.000(128.073)
5.	Promoter of Co-curricular Activities	E	290.702(46.922)	302.333(95.395)

6.	Staff Evaluator and Motivator	F	191.936(39.434)	191.333(68.665)
7.	Mentor and Reconciliator	G	206.638(38.605)	222.000(94.488)
8.	Academician and Teacher	H	143.213(34.975)	138.667(64.194)
9.	Representative of the College	I	146.213(28.915)	155.667(50.546)
10.	Bridge-Builder with the Community	J	201.064(55.506)	218.000(80.676)
11	Total		2341.298(400.831)	2463.667(880.571)

NS = Not Significant      df = 48

Table 7 indicates that none out of eleven t-tests is significant. Hence, it is suggested that married and un-married college Principals do not differ with each other while performing their roles or in other words they are almost equal to each other on their role performance.

#### 4 Role Performances and Academic Qualification

In order to see the qualification – wise difference (post graduate v/s doctorate) of college principals, dimensions – wise mean differences for these categories were computed. The results are being reported here.

**Table 8**  
**Mean difference of Post- Graduate and Doctorate College Principals on Role Performance**

Sr. No.	Dimensions of Role Performance	Name of Dimensions	Mean and SD of Male Principals	Mean and SD of Male Principals
1.	Planner and Innovator	A	192.333(38.892)	217.350(34.013)
2.	Office Manager	B	331.466(54.354)	366.650(60.578)
3.	Resource Facilitator	C	348.000(61.076)	380.500(64.178)
4.	Supervisor of the Instructional Programme	D	243.333(47.576)	281.650(60.589)
5.	Promoter of Co-curricular Activities	E	277.633(55.597)	312.050(53.737)
6.	Staff Evaluator and Motivator	F	184.366(40.905)	198.200(41.785)
7.	Mentor and Reconciliator	G	198.167(38.377)	221.650(48.318)
8.	Academician and Teacher	H	133.600(33.152)	157.000(38.442)
9.	Representative of the College	I	141.500(27.615)	154.700(33.349)
10.	Bridge-Builder with the Community	J	196.266(37.472)	210.800(43.767)
11	Total		2246.686(409.716)	2501.6(452.979)

NS = Not Significant      df = 48

As is clear from the table 8 that out of eleven 't' values only five are significant. These dimensions are A, B, D, E and H. This denotes that the college principals possessing doctorate degree perform their role in a better way as compared to their post – graduate counterparts on the previously mentioned five dimensions. Rest of the t-values between Role Performance and Academic Qualification are not significant.

#### A. Distribution of Role Performance of the College Principals as Perceived by their Respective Teachers

Having analyzed and interpreted the data pertaining to Role Performance of College Principals the main findings were drawn:

- (i) Out of the ten dimensions of Role Performance, the College Principals 'frequently' perform their role on seven dimensions. These dimensions are Planner and Innovator, Office-Manager, Resource-Facilitator, Supervisor of Instructional Programme, Mentor and Reconciliator, Representative of the College and Bridge-Builder with the Community.
- (ii) On the remaining three dimensions of Role Performance, the College Principals 'sometimes' perform their roles. These dimensions are Promoter of Co-curricular Activities, Staff Evaluator and Motivator and Academician and Teacher.
- (iii) On Role Performance (As A Whole) the College Principals 'frequently' perform their role.
- (iv) Overall position of the College Principals on their role performance has been found to be quite encouraging on almost all the dimensions.
- (v) With the help of values of Sk and Ku depicted by frequency Polygon, it was concluded that distribution of Role Performance of the College Principals (as perceived by their respective teachers) was found to be slightly negatively skewed whereas the curve being Platykurtic. This indicates that the role performance of the College Principals is not found to be normally distributed.

## **B. Relationship of Role Performance with Conflict Management**

Relationships between dimension-wise and As A Whole Role Performance of College Principals with their Conflict Management were found to be significant on some dimensions, the details of which are given below:

### **1. Role Performance and Appeasement**

It has been maintained that out of ten dimensions as many as eight dimensions namely Planner and Innovator, Office-Manager, Supervisor of the Instructional Programme, Promoter of Co-curricular Activities, Staff Evaluator and Motivator, Mentor and Reconciliator, Academician and Teacher, Bridge-Builder with the Community and also on As A Whole) of Role Performance are significantly related to Appeasement.

### **2. Role Performance and Defusion**

It has been maintained that out of ten dimensions, as many as eight dimensions namely Planner and Innovator, Office-Manager, Resource-Facilitator, Promoter of Co-curricular Activities, Staff Evaluator and Motivator, Mentor and Reconciliator, Academician and Teacher, Bridge-Builder with the community and also on As A Whole) of Role Performance are significantly related to Defusion.

### **3. Role Performance and Confrontation**

It has been maintained that out of ten dimensions as many as four dimensions namely Resource Facilitator, Supervisor of the Instructional Programme, Staff Evaluator and Motivator, Representative of the College and also on As A Whole) of Role Performance are significantly related to Confrontation.

### **4. Role Performance and Arbitration**

It has been maintained that as many as ten dimensions namely Planner and Innovator, Office Manager, Resource Facilitator, Supervisor of the Instructional Programme, Promoter of Co-curricular activities, Staff Evaluator and Motivator, Menter and Reconciliator, Academician and Teacher, Representative of the College, Bridge- B wilder with the community and also on As A Whole) of Role Performance are significantly related to Arbitration.

## **5. Role Performance and Compromise**

It has been maintained that out of ten dimensions as many as nine dimensions namely OfficeManager, Resource Facilitator, Supervisor of the Instructional Programme, Promoter of Co-curricular Activities, Staff Evaluator and Motivator, Mentor and Reconciliator, Academician and Teacher, Representative of the College, Bridge- Builder with the Community and also on As A Whole) of Role Performance are significantly related to Compromise.

## **6. Role Performance and Negotiation**

It has been maintained that out of ten dimensions as many as nine dimensions (namely Planner and Innovator, Office-Manager, Resource Facilitator, Supervisor of the Instructional Programme, Promoter of Co-curricular Activities, Staff Evaluator and Motivator, Mentor and Reconciliator, Representative of the College Bridge-Builder with theCommunity and also on As A Whole) of Role Performance are significantly related to Negotiation.

## **7. Role Performance and Conflict Management (As A Whole)**

This denotes that the College Principals who perform roles relating to Mentor and Reconciliator, Academician and Teacher and Bridge-Builder with the Community; resolve conflict through all the dimensions of Conflict Management.

### **C. Relationship of Role Performance with Job Satisfaction**

Relationships between dimension-wise and Role Performance As A Whole of college principals with their job satisfaction were found to be significant on some dimensions, the details of which are given below:

It has been maintained that out of ten dimensions six dimensions (namely Planner and Innovator, Office-Manager, Supervisor of Instructional Programme, Staff Evaluator and Motivator, Academician and Teacher, Bridge-Builder with the Community and also on As A Whole) of Role Performance are significantly related to Job Satisfaction.

### **D. Relationship of Role Performance with Demographic Variables**

#### **1. Relationship of Role Performance of College Principals with their Age**

It has been maintained that out of ten dimensions as many as three dimensions (namely Staff Evaluator and Motivator, Academician and Teacher and Bridge-Builder with the Community) of Role Performance are significantly related to the age of college principals as far as minimum and maximum age between 39 to 60 years is concerned.

#### **2. Relationship between Role Performance of the College Principals with their Teaching Experience (in Years)**

It has been maintained that out of ten dimensions as many as three dimensions (namely Planner and Innovator, Promoter of Co-curricular Activities and Academician and Teacher) of Role Performance are significantly related to the teaching experience of college principals as far as minimum and maximum teaching experience between 05 to 36 years is concerned.

#### **3. Relationship between Role Performance with their Administrative Experience (in Years)**

It has been maintained that out of ten dimensions as many as three dimensions (namely Planner and Innovator, Resource-Facilitatorand Supervisor of Instructional Programme) of Role Performance are significantly related to the administrative experience as far as minimum and maximum administrative experience between 01 to 34 years.

#### **4. Role Performance and Sex**

On the basis of the results, it is concluded that male and female college

principals do not differ while performing their roles or in other words they are almost equal on their role performance.

#### **5. Role Performance and Marital Status**

On the basis of the results, it is concluded that married and unmarried college principals do not differ while performing their roles.

#### **6. Role Performance and Academic Qualifications**

The results indicate that qualification-wise significant differences exist between the college Principals holding M.A. degree and Ph.D. degree on Planner and Innovator, Office-Manager, Supervisor of Instructional Programme, Promoter of Co-curricular Activities and Academician and Teacher.

#### **CONCLUSIONS AT A GLANCE**

1. As far as the position of the college principals of Haryana included in this work is concerned, they perform their roles 'frequently'. It suggests that overall position of college principals is quite satisfactory. Further, their role performance is not found to be normally distributed among the college principals.
2. Some of the dimensions of the Role Performance have positive bearing on Conflict Management . It is established that college principals resort some strategies, to avert their conflicts as detailed in the results.
3. Role Performance of college principals is found to be related with their Job Satisfaction on most of its dimensions.
4. Some dimensions of Role Performance of college principals are found to be related to their age.
5. Some of the dimensions of Role Performance of college principals are found to be related to their teaching experience.
6. Some of the dimensions of Role Performance of college principals are found to be related to their administrative experience.
7. Male and female college principals are found to be almost equal on their Role Performance.
8. Married and unmarried college principals are found to be almost equal on their Role Performance.
9. Doctorate degree holder college principals excel better on some dimensions of Role Performance as compared to their post-graduate counterparts.

#### **EDUCATIONAL IMPLICATIONS**

1. This study has established that the position of college principals on their role performance continues to be encouraging but not excellent. It is high time to take up some reformatory measures to improve their role performance. It is obligatory on the part of the state higher education department to plan some programmes so as to enable college principals improve their role performance. In these programmes, college like situation may be created where principals will play certain roles. Such role enactment exercises can be followed by discussion by their colleagues and experts. Many such strategies can be initiated to improve their role as college principals. This can be done under the supervision of the DHE with the help of experts drawn from NCERT, NIEPA, UGC, SCERT etc.
2. As Role Performance of college principals has some positive bearing on their conflict management, it will be fine if the subjects are moreenlightened on the various strategies for managing their conflicts. Many conflicts are common like 'Cold' and if not tackled properly can cause havoc. So it is essential to

guide them regarding various types of conflicts, their consequences and of course, how to diffuse them. This can also be done in the shape of some conferences or workshops as a part of the programme where conflicting situation can be created. Here too, help of some experts is very much required.

3. It is of much relevance if time to time survey is conducted to obtain the perceptions of college principals regarding their job satisfaction. This will assist the planners to have better view of their “role” because their role performance and job satisfaction have positive impact on each other.
4. As some of the demographic variables in terms of age, teaching experience and administrative experience have partially proved as factors in role performance of college principals so at the time of appointing or selecting them these may be given due consideration. However, direct recruitment of college lecturers with some experience through competitive examinations can be made. This will encourage the younger lot to excel themselves in college administration.

Role Performance of college principals is an arduous area because there is no last word which can work wonders in college situation. So the need of the hour is to improve and enhance role performance of college principals. Planners, policy makers and administrators have to move in this direction with great confidence but with caution and care. Their real step will change the course of streams of those who are to determine the destine of our future generations.

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