FRONTLINE MANAGEMENT EVALUATION OF SELECTED PUBLIC SECTOR POSTGRADUATE COLLEGES IN PUNJAB, PAKISTAN

By
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NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD

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FRONTLINE MANAGEMENT EVALUATION OF SELECTED PUBLIC SECTOR POSTGRADUATE COLLEGES IN PUNJAB, PAKISTAN

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The undersigned certify that they have read the following thesis, examined the defence, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Advanced Integrated Studies & Research for acceptance:

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Candidate of Doctor of Philosophy at the National University of Modern Languages do hereby declare that the thesis (Title) Frontline Management Evaluation of Selected Public Sector Postgraduate Colleges in Punjab, Pakistan Submitted by me in partial fulfillment of PhD degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Thesis Title: Frontline Management Evaluation of Selected Public Sector Postgraduate Colleges in Punjab, Pakistan

The principals in the public sector postgraduate peripheral colleges in the Punjab are the frontline management in these colleges. The present study is delimited to qualitative evaluation of the effectiveness of the Frontline Management (the principals) of the 35 selected public sector postgraduate peripheral colleges in the Punjab. The study is based on the perceptions of the vice-principals and the senior-most staff members from the teaching staff of the colleges under study about their principals. Mainly two questionnaires were used for eliciting responses from the respondents, one for independent variables-vision, integrity, political networking, courage, initiative, professional management training, high exposure and dynamism and the other for effectiveness, the dependent variable in the study. The third questionnaire was for rank-ordering of the independent variables, yet another for eliciting general information about the study on open-ended questions. The data so obtained was tabulated and analyzed using SPSS 15. Inferences were drawn from the results obtained from t-test for single samples for hypotheses testing and Linear Regression and Multiple Regressions Analyses. The t-test for paired samples (Associations) was also performed. On the basis of the results of analyses, 08 out of 25 hypotheses were accepted and 17 were rejected at 0.05% significance level, showing thereby, that the frontline management (the principals) of the peripheral postgraduate colleges under study lacked the 06 characteristics desirable for effectiveness namely, vision, courage, initiative, professional management training, high exposure, and dynamism except 02 those of integrity & political networking and these colleges also lacked effectiveness. The expected and perceived rank-ordering of the independent variables also differed. The variation in dependent variable was not significantly explained and affected by the independent variables except integrity, political networking & training. Very weak correlations were manifested between the independent variables and dependent variable except integrity, political networking & training which were significantly correlated with the dependent variable i.e., effectiveness at 0.05% significance level. Some interesting insights were perceived in the colleges under study. Politicized culture, tuition mafia, sponsor-protégé relationships, and no-work culture were some of them. The need for inculcating the desirable characteristics for effectiveness of frontline management is strongly emphasized.
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<thead>
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<th>Abbreviation</th>
<th>What it stands for</th>
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<tbody>
<tr>
<td>ACR</td>
<td>Annual Confidential Report</td>
</tr>
<tr>
<td>AEPAM</td>
<td>Academy of Education Planning and Management</td>
</tr>
<tr>
<td>AIOU</td>
<td>Allamah Iqbal Open University</td>
</tr>
<tr>
<td>APER</td>
<td>Annual Performance Evaluation Report</td>
</tr>
<tr>
<td>AQ</td>
<td>Achievement Quotient</td>
</tr>
<tr>
<td>BER</td>
<td>Bulletin of Education Research</td>
</tr>
<tr>
<td>CMIS</td>
<td>College Management Information System</td>
</tr>
<tr>
<td>DECA</td>
<td>Departmental Evaluation of Chairperson Activities System</td>
</tr>
<tr>
<td>DEO(C)</td>
<td>District Education Officer (Colleges)</td>
</tr>
<tr>
<td>DPI (C)</td>
<td>Director Public Instructions (Colleges)</td>
</tr>
<tr>
<td>DSD</td>
<td>Department of Staff Development</td>
</tr>
<tr>
<td>EQ</td>
<td>Emotional Quotient</td>
</tr>
<tr>
<td>EDO (E)</td>
<td>Executive District Officer (Education)</td>
</tr>
<tr>
<td>EKU</td>
<td>Eastern Kentucky University</td>
</tr>
<tr>
<td>FAIS&amp;R</td>
<td>Faculty of Advanced Integrated Studies and Research</td>
</tr>
<tr>
<td>F.C</td>
<td>Forman Christian</td>
</tr>
<tr>
<td>G.C</td>
<td>Government College</td>
</tr>
<tr>
<td>GOP</td>
<td>Government of Punjab</td>
</tr>
<tr>
<td>G.T</td>
<td>Grand Trunk</td>
</tr>
<tr>
<td>H0</td>
<td>Null Hypothesis</td>
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<tr>
<td>H_A</td>
<td>Alternate Hypothesis</td>
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<tr>
<td>HEC</td>
<td>Higher Education Commission</td>
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<tr>
<td>IER</td>
<td>Institute of Education Research</td>
</tr>
<tr>
<td>IQ</td>
<td>Intelligence Quotient</td>
</tr>
<tr>
<td>ISLLC</td>
<td>Interstate School Leaders Licensure Consortium</td>
</tr>
<tr>
<td>IOU</td>
<td>I Owe You</td>
</tr>
<tr>
<td>LACCD</td>
<td>Los Angeles Community College District</td>
</tr>
<tr>
<td>LPC</td>
<td>Least Preferred Co-worker</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information System</td>
</tr>
<tr>
<td>MR</td>
<td>Multiple Regression</td>
</tr>
<tr>
<td>NUML</td>
<td>National University of Modern Languages</td>
</tr>
<tr>
<td>OE</td>
<td>Organizational Effectiveness</td>
</tr>
<tr>
<td>PEAS</td>
<td>Punjab Education Assessment System</td>
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<tr>
<td>PEMIS</td>
<td>Punjab Education Management Information System</td>
</tr>
<tr>
<td>U.T</td>
<td>Under Training</td>
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</tbody>
</table>
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First of all I must thank Allah, who gave me strength, resilience and fortitude to accomplish the gigantic task of completing this thesis. I stand thankful to my department for allowing me leave for this noble cause. I am deeply indebted to Brig. ® Dr. Aziz Ahmad Khan, the Rector, National University of Modern Languages, Islamabad, who not only provided me an opportunity of high learning but also taught me how to present an argument soundly.

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I am extremely thankful to the librarians and staff of Central Library, AIOU, Islamabad; HEC, Library, Islamabad and Main Library NUML, Islamabad for the cooperation extended by them during my research enterprise.

Last but not the least, I do acknowledge the sacrifices of my family members who suffered a lot due to lack of proper attention on my part, which they needed the utmost, because of my aging parents and minor children.
DEDICATION

This work is dedicated to my demised sister who was deeply interested in my education and well-being. May her soul rest in peace!
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First of all I must thank Allah, who gave me strength, resilience and fortitude to accomplish the gigantic task of completing this thesis. I stand thankful to my department for allowing me leave for this noble cause. I am deeply indebted to Brig. ® Dr. Aziz Ahmad Khan, the Rector, National University of Modern Languages, Islamabad, who not only provided me an opportunity of high learning but also taught me how to present an argument soundly.

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CHAPTER 1

INTRODUCTION

1.1 SETTING THE SCENE

Education plays a key role in transforming individual’s instinctive behaviour into human behaviour. In this process of transformation, the senior members of human society, particularly the educational leadership/ the educational management attempts to shape the advancement of their coming generations in accordance with the preset ideals of life. Thus the quality of education directly depends upon the quality of the leadership/educational management in the ambit of academe. The quality of the leadership invariably depends upon the personality factors/traits/competencies/managerial skills of the leadership in the given context. The educational leaders/managers who were a success story some fifty years ago may be a complete failure today. As it is generally accepted that only change is a constant phenomenon and the success and failure is contextual. When the conditionalites change, the instrumentalities must change and the same is true about the individuals, their traits, attributes, personality factors, competencies and characteristics.

Gupta (1987) observes about a principal of a college that he is the pivot around which the working of the institution revolves. He has a number of colleagues of various categories to work with. It has been observed that a college under one principal shows decline in most respects while under another principal with more or less the same staff it shows marvelous improvement.
The faculty members who feel suffocated and do not have the academic freedom under one principal breathe a free breeze in a different regime because of the difference of personality characteristics of the principals. The principal of a college occupies a very important position. The fate of an institution in a large measure depends upon the type of man who is presiding over its destiny. Good institutions, for that matter even bad ones, are named after heads. A principal is the key educational leader and a chief executive officer of a complex and heterogeneous community of eminent, devoted and varied professors, lecturers, and clerical staff.

The position of the principal has been under a great change during last four to five decades, particularly in the post-independence period in Pakistan. Those who have been in the colleges before this region got freedom can very well witness the change.

1.2 SCENARIO I

Hayes (1987) observed that the educational system of Pakistan is a legacy of the British rule in this very region of India and Pakistan. Pakistan inherited the higher educational institutions from the British colonial rulers after they left this country in 1947. The educational administration of the institutions continued its functions on the same old pattern of bureaucracy and aristocracy and autocracy. This phenomenon continued till 1969, the end of Field Marshal Ayub Khan’s regime. The educational institutions kept on working peacefully without any political interference. Afterwards, with the onset of Z. A Bhutto’s regime the political activities in the country gathered a momentum and all institutions including the educational institutions got highly politicized. This politicization of the institutions grew more and more with time. The old type of educational leaders gave way to the educational leaders with new characteristics who could survive the test of the time. Then onward the drastic social and cultural changes with the impact of globalization, computerization, and emergence of new trends in the management and leadership in the academia, the parameters of effectiveness have changed considerably. An educational leadership with a new set of attributes/ characteristics / competencies is needed if the institutions are to function effectively.
1.3 SCENARIO II / CURRENT SCENARIO

Brubacker (1969, p.51) said, “Schoolmen in this country are wont to deplore the entrance of politics into school affairs.” The political interference in the educational institutions is a phenomena that has stigmatized, jeopardized and paralyzed the educational institutions in the country.

Gortner (1977, pp.34, 35) while describing the current scenario wrote:

All the public organizations that serve in the political world do so for two reasons; first they effectively enough to fulfill the purpose for which they were established, second they continue to fulfill a function that some part of the society desires. The organization may not serve the interests and goals for which it was originally established, nevertheless; it must be serving someone’s goals for the continued existence of the organization in the political world and requires the support of politically strong groups.

Hayes (1987) observes that the development of education in Pakistan is confronted with just about all the problems that can be found elsewhere in the world and perhaps by a few that are unique. The colonial system inherited by Pakistan from the British had been designed to produce literate manpower to assist the colonial masters at the lower level of government.

Vohara & Sharma (1990) have held the politicians responsible for the political interference in the academic institutions. They further excuse the political will for opening the institutions for satisfying the political demands, which according to him is one of the causes of deterioration of higher education. This politicization of academic institutions is also one major cause of administrative ineffectiveness and institutional inertia in the academic institutions.
Singh (1995) has observed that the academic institutions have been politicized due to the designs of the politicians. Organizational politics is the hallmark of the public sector colleges, because the senior professors and the principal of the college are of the same status as Greenberg & Baron H. (1997, p.427), has rightly noted,“ Furthermore politics is likely to occur under the conditions where organizational uncertainty exists and the groups involved have conflicting interests but are approximately equal in position.”

Niazi, Sahib Khan (Personal communication, Dec, 2003) opined, after visiting two different colleges on a working day that he had observed totally different situations in the two colleges. According to him, in one college there was high degree of discipline while the other college presented a chaotic position. He subsequently told that the principal of the former college was a person with a lot of initiative and alive to every situation in the college while the principal of the latter college was with permanent ill health and used to come to college at 11 o’ clock. The latter gentleman took no initiative and let the affairs of the college at the mercy of others; hence his own office had degenerated to a lavatory.

According to Punia (2004), the fast changing educational scenario is characterized by the emergence of new markets, the application of new knowledge, and requirements of innovative skills in the professions and introduction of information and communication technologies in the new setup. In the process of change, educational administration and management has become more demanding due to redefined role of the educational administration—from an administrator to a facilitator. Indeed, the knowledge overrides the geographical and political boundaries of nations thus multiplying the challenges of administrators. The current scenario witnesses an exclusive type of organizational climate in the institutions and hence calls for distinct types of managerial skills and personality factors/characteristics amongst the educational administrators.

Punia, (2004, p.65) wrote:

Gone are the days when the college principals could work in an autocratic manner, as today they have to work in the context of a sweeping awareness of rights without any corresponding enforcement
of discipline, duties and other obligations hence have to be more careful and democratic. The changes in the macro-environment in general and academic environment in particular have also altered the research expectations. The researches of today have to be relevant to the fields vis-à-vis providing in-built social benefits. Therefore the, current time is that of multi-disciplined and multi-contextual researches and the present investigation is an endeavour in this direction.

Therefore education was meant only for the privileged few who were supposed to govern the masses rather than serve them. Among the many reasons for the present crisis in education are the mushrooming school populations, limited budgets, political instability, inconsistent and contradictory planning, and continual indecision over educational goals and philosophy.

As it is obvious from the conditions prevailing in the academe in Pakistan, including the province of the Punjab, and especially the peripheral academic institutions, the efficiency and effectiveness is compromised due to a host of factors. The public sector peripheral colleges are presenting a dismal scenario.

### 1.4 CHALLENGES FACED BY THE EDUCATION DEPARTMENT, GOVERNMENT OF THE PUNJAB

The Education Department Government of the Punjab, Pakistan, has declared the following challenges:

- To Ensure 100% Enrolment
- To Check Drop-out up to Zero Level
- Teacher Absenteeism
- Rationalization of Staff
- Merger of Schools Opened on Political Expediency or With Low Enrolment
- De-Nationalization Policy
- Inadequate Teaching Quality
- Ineffective Supervision  (Government of the Punjab, 2005).
Hence ineffective supervision is one of the several problems of the Education Department Government of the Punjab. As it is a general problem so the public-sector colleges are no exception.

1.5 INITIAL LITERATURE REVIEW/ EXPERIENCE SURVEY

Initial literature review about the effectiveness and personal characteristics for effectiveness and the personal interviews with the education authorities, principals both in-service and retired ones and the senior educationists by the researcher gave great insight into the present study. It helped in isolating the variables of the study. The most recurrent 08 variables for effectiveness were selected keeping in view the famous models of college effectiveness. List of the respondents appears in Appendix ‘VII’

1.6 IDENTIFICATION OF THE PROBLEM

The following were the sources for the identification and confirmation of the problem:

Initial experience survey of the provincial education authorities, retired and in-service principals by, the researcher, through personal communication revealed that out of the 15 respondents interviewed 11 blamed the frontline management (the principals) for the ineffective supervision. List of the respondents appears in Appendix ‘VII’

Wolotkiewicz, (1980, p.11), points out,

“Colleges and universities are being charged with inefficiency and accused of ineffectiveness in their efforts to cope with changing societal demands.”

Goel & Goel (1994) have pointed out that the prevailing educational administration in the developing countries is in a state of crises. Political interference and poor quality of personnel are the causes of deterioration of educational administration in the developing countries.
Goel & Goel (1994) further pointed out that educational administrators at all level from top to bottom are engaged on the jobs without prior training or experience resulting in status quo. Administrative capability is the capacity to get intended results. Administrators without requisite qualities produce degenerating effects on the organization resulting into chaos.

Khan (2004) describing the central role of the principal in a college, deplores the college education in the Punjab, and levels the responsibility for the deteriorated condition against the college principals. He states,

“Somehow or the other search out only a right man for the principalship, and entrust him with the responsibilities of the college and then see how the things work.”

So as the Government of the Punjab (2005) has enunciated ineffectiveness of the supervision, and the public sector colleges are in a dismal condition, therefore the problem of ineffectiveness apparently prevails in the public sector colleges.

1.7 BACKGROUND OF THE STUDY

Ineffective Supervision of public sector education is one of the eight challenges declared by the Education Department Government of the Punjab (Government of the Punjab, 2005) and the college principals are no exception. In Pakistan, college education starts after matriculation i.e., after completing ten years of school education successfully. College education is being imparted both by private and public sector colleges. Private sector colleges are run and administered by private entrepreneurs, while Ministry of Education in the center and a Provincial Ministry of Education in each of the four provinces of the country run the public sector colleges.

So for as the college education is concerned, under the Ministry of Education there are two branches viz ; General collegiate Branch and a Technical Education Wing. Some of the colleges in Punjab are intermediate colleges while other ones are degree colleges and there are postgraduate colleges also.

The examinations for the intermediate level are conducted by the Boards of Intermediate & Secondary Education in their respective jurisdiction; while the universities in their respective jurisdictions conduct graduate and postgraduate level
examinations. Both the Boards of Intermediate & Secondary Education and universities are autonomous bodies.

Education is an industry and the students are the products of this industry. Principal of every college is the last rung of the management hierarchy while District Education Officer (Colleges), Director Colleges, Director Public Instructions, Punjab, and Secretary Higher Education Punjab, are the upper rungs of this management. Hence the principal of any college is the frontline manager who is responsible for the implementation of the policies framed by the Education Department.

In the initial studies of the role of principal of a college (Campbell, Corbally, & Ramseyer, 1967), it has been concluded that principal of a college is a key person in the premises of the college. He wears many hats i.e.; he is an organizer, a communicator, an instructional leader and a line officer, although he is considered first among the equals by the staff.

Wolotkiewicz, (1980) was of the opinion that competent administrators who, in addition to their services function, are able to provide leadership in the area of resources, people, goals, and programs are needed if colleges and universities are to operate at an optimum educational and financial level.

Wolotkiewicz, (1980, p.62) noted that:

> Personal qualities are an important factor in the selection and evaluation of college administrators. In addition to integrity, and numerous other desirable characteristics, the ability to obtain the cooperation of other and to make sound judgment and wise decisions is important. The caliber of the organization depends upon the caliber of its leadership. To be a successful leader, an administrator needs the skills of an academician, management expert and human-relation specialist.
MacCorkle & Archibald, (1982) demonstrated that problems currently facing colleges and universities demanded increased attention to their management; they further indicate that colleges and universities can meet these problems through effective management practices.

Owen (1992) observed that good education was the product of good management. Management is described in terms of change more often than in terms of standstill. Deterioration of the public sector colleges has created an alarming situation for the masses in general and for the Government Authorities in particular. There are hosts of factors responsible for this crises and obviously principals are no exception, because they are chiefly responsible for the maintenance of discipline and smooth functioning of the college.

Bottery (1992, p.112) was of the opinion that the education has for four main reasons increasingly turned to business for its management. Briefly these are:

- Both the organizations have many things in common.
- Education has little management theory of its own.
- Because of the socio-political ethos of the free market economy in the present scenario

Because in an era of belt tightening there is generally perceived need for all divisions of the public sector to be efficient in the same manner as business has to be. He recommended the professionals to be on the hem of affairs if the educational institutions are to run effectively and efficiently.

Deem (2004) talked of new managerialism, entrepreneurialism and academic capitalism in the public funded academic institutions and stressed the need of intrusive monitoring of efficiency and effectiveness through staff appraisals and overt measurement of employee performance.

Ruben, (2004, p.288) observed that:
Seeking visionary, energetic, dedicated leader to guide the institution to new levels of excellence and innovation requires a substantial record of academic and administrative achievement, demonstrated commitment to the mission and goals of the institution and an understanding of current national and global issues and trends in higher education, demonstrated success in resource development and marketing, a commitment to diversity, and an ability to communicate effectively with students, faculty, staff, alumni, members of the board, the community and general public. The individual should have an accessible and visible leadership approach, an open communication style, effective listening skills, and superior interpersonal and organizational skills, a commitment to the collaboration and shared governance, demonstrated ability to make decisive and responsive decisions, and should possess the skills necessary to be an effective advocate for the institution and the higher education. Experience in developing the collaborative partnerships with community and business leaders and familiarity with the use of technology are also essential.

All these authors have emphasized the academic leadership equipped with new trends and technology. The new leadership should possess some characteristics for a change in the educational institutions as the already present people in the academia are unable to deliver the goods effectively.

This deplorable condition of the public sector educational institutions in the country is a visible hallmark of almost all the educational institutions including the public sector colleges, and the peripheral colleges seem to be the worst examples of
ineffectiveness. Hence an investigation is required to determine the causes of this ineffectiveness. This is the background of this study.

1.8 A CASE FOR EVALUATION

As Hayes (1987) has observed about the educational institutions in Pakistan in general that there is continuing deterioration, Niazi, Sahib Khan (Personal communication, Dec, 2003) and Khan (2004) have also particularly claimed chaotic situation in public sector colleges in the Punjab setting. Ineffectiveness is also one of the challenges enunciated by Education Department Government of the Punjab (2005), while public sector colleges are not an exception. The initial experiential survey by the researcher through unstructured interviews also revealed the staggering position of public sector colleges in the Punjab.

Special Secretary Higher Education GOP (2005) after his meeting with the principals of the public sector colleges, has principally decided to give autonomy to at least 02 colleges in each district of the Punjab after providing missing faculty and missing facilities to these colleges. This decision is on the bases of ineffectiveness in the colleges which is not easily manageable.

As it is generally accepted that college education in Pakistan has deteriorated and these colleges are ineffective. It is worthwhile to take some selected colleges and investigate them through the qualitative evaluation of the frontline management (the principals) of these colleges as well as effectiveness of the colleges.

1.9 MANAGEMENT STRUCTURE OF THE EDUCATION DEPARTMENT IN THE PUNJAB, PAKISTAN

The education in Pakistan is mostly a provincial subject in Pakistan, so all the provinces have education departments of their own. Hence the province of Punjab has a big department of education.

The department is lead by an elected minister. Under the provincial minister of education there is a parliamentary secretary, and an advisor to the minister of education. Secretary Schools and the Secretary Higher Education with their
subordinate staff, consisting of additional secretaries, deputy secretaries and section officers run the affairs of the department. (Government of the Punjab, 2008)

1.9.1 Administrative setup of the College Education in the Punjab

The following is the administrative set-up of the College Education Department in the Province of the Punjab.

- Secretary Higher Education
- Director Public Instructions (Colleges)
- Director colleges
- District Education Officer (Colleges)
- College Principals     (Government of the Punjab, 2008)

Each divisional headquarter has a director colleges, so there are 08 directors colleges in the Punjab, and every district has one District Education Officer colleges so there are 35 District Education Officers colleges.

1.9.2 Frontline Management in Public-sector College Education in the Punjab

Harris (1963) holds the opinion that supervisory personnel include superintendents, supervisors, principals, and other administrative and special service personnel who give leadership to activities falling in the supervision area. This term refers to any person giving leadership to supervisory activities, regardless of position, title, status, or amount of responsibility involved.

Following are the viewpoints about the various levels of management advanced by different authorities on the subject of management. There are various levels of management.

Boyd, (1968) is of the opinion that a supervisor is the frontline manager.

Hommadi, (1984) refers to the different levels of management as under:

Level one = Top administration or executive administration.
Level two = Intermediate management.

Level three = Middle management.

Level four = Supervisory management.

According to Hitt, Middlemist, & Mathis, (1979) as organizations grow and develop; several different layers of managerial jobs must be created. There are some differences between managers’ jobs at different levels in the organization. Although all managers need similar skills, managers at different levels need different mixture of these skills.

Hitt, Middlemist & Mathis, (1979) wrote about the basic levels of management as non-managers, first-level supervisors, middle-level managers, and top executives. First-level managers are responsible for coordinating the work of non-managers. Middle-level managers are likely to spend much less time directly supervising their subordinates. Top-level managers are usually thought of as the persons who make the major decisions in an organization.

Mosley, Megginson & Pietri, (1985) while describing the levels of management opined that except in very small organizations, there are usually different levels of management based on the amount of responsibility and authority required to perform the job. In large organizations there are usually at least three levels of management. These levels are usually referred to as (1) Top, or upper management; (2) middle management; (3) first-line management, first-line supervision, or supervisory management. Schoen, & Durand, (1979) opine that all managers are supervisors, although the term supervisor is frequently reserved for the lowest managerial level in the organization, the “first-line supervisor”. On the other hand the supervisors are also managers.

Robbins and Coulter (2000) have identified the following levels of management:
1. First-line managers: managers at the lowest level of the organization who manage the work of non-managerial employees, who are involved with the production or creation of the organizations products.
2. Middle managers: managers between the first-line level and the top level of the organization, who manage the work of the first-line managers.

3. Top managers: managers at or near the top of the organization who are responsible for making organization-decisions and establishing the goals and plans that effect the entire organization.

It can be concluded from the above-mentioned examples that the principals of the public-sector colleges are the frontline managers or frontline management who directly supervise the activities of the teaching staff of the college and the secretarial staff of the college and are responsible for the overall smooth functioning of the college.

1.10 STATEMENT OF THE PROBLEM

Ineffectiveness is one of the eight challenges enunciated by the Education Department Government of the Punjab (2005). Ineffectiveness prevails from top managerial level to the last rung of management in education department Govt. of the Punjab, Pakistan, so the colleges are no exception. Khan (2004) considers the principals as one of the major players for ineffectiveness in the colleges. It is the quality of human beings placed as principals which matters.

The lack of desirable personality traits/attributes/characteristics/competencies may be one of the causes of ineffectiveness of the frontline managers of the public sector postgraduate peripheral colleges in the Punjab, Pakistan. The present study is the qualitative evaluation of the exiting stuff of principals in the public sector postgraduate peripheral colleges in the Punjab with respect to their traits/attributes/characteristics/competencies that are significant for effectiveness.

Goel & Goel (1994) have opined that the existing educational management in the developing countries is in a state of crises. Political Intrusion and poor quality of human resources are the causes of decline of educational administration in the developing countries. Pakistan is a developing country and the frontline management (principals) is not an exception here. And the decision of the Government of the Punjab (2005) to set the public sector colleges in the Punjab
autonomous after giving them missing facilities and missing faculty is an indicator of ineffectiveness of the public sector colleges in the Punjab.

Hence it is worthwhile to evaluate the public sector colleges in the Punjab, to investigate the causes of ineffectiveness. But as the exhaustive quantitative evaluation of the colleges is very difficult if not impossible for certain reasons and as the frontline management (principals) is deemed to be one reason of ineffectiveness so the qualitative evaluation of frontlines management (principals) is advisable in searching some cause of effectiveness.

It is now generally agreed that private sector colleges are fast excelling the public sector colleges in imparting quality education, and maintenance of discipline so qualitative evaluation of one aspect of Frontline Management i.e. management heads / managers/principals for effectiveness and desirable personal characteristics for effectiveness is the crux of the problem.

The problem under study was: whether the Frontline Management i.e. management heads / managers/principals of the public sector postgraduate peripheral colleges under study possessed the desirable personal characteristics for effectiveness, how these characteristics were affecting and associated with effectiveness and what is the actual and expected rank-ordering of these characteristics.

1.11 BROAD AREA OF THE STUDY

The public Sector colleges in the Punjab, Pakistan are the broad area of this particular study. The ineffectiveness prevailing in the public sector colleges (Khan, 2004) has gone to that extent that the public sector colleges are lagging behind the private sector colleges in the Punjab. Government of the Punjab (2005) has planned to give autonomy to at least two colleges in every district of Punjab after giving those missing facilities and faculty. As the public sector colleges have become unmanageable, it warrants a planned study to investigate the causes of their ineffectiveness. So broad area of the study is investigation of ineffectiveness the public sector colleges in the Punjab
1.11.1 Theoretical Framework

The theoretical framework for the study was the following:
Independent variables – Vision, Integrity, Political-networking, Courage, Initiative, Training, Exposure, and Dynamism
Dependent Variable- Effectiveness of the college
Moderating variable- Culture of the college
Hence the personal characteristics of the principals will be evaluated against the effectiveness of the college.

1.12 RATIONALE OF THE STUDY

Deterioration in the functioning of public sector colleges in this area in general is the rationale of this particular study. It was revealed through print media. During 23 years’ experience and observation of the researcher in this area of study as lecturer, as an assistant professor, as an associate professor and as vice-principal of a postgraduate college the researcher has personally witnessed deteriorating condition of the public sector colleges while the private sector colleges are fast excelling them.

Experience survey of the provincial education authorities, high ups, experienced people and veterans of this field through personal communication based upon the unstructured interviews gave further insight of the area under study.

1.13 THEORETICAL FOUNDATIONS OF THE STUDY

According to Newman (1961, p.326),

“It is wise to have several informed people consolidate their opinions and develop a pooled judgment as to the qualities needed in a particular situation.”

Hence it is evident that the ineffective supervision may be one of the problems, which needs to be redressed through evaluation to investigate the factors for this ineffectiveness.

As Wolotkiewicz (1980, pp.49, 51) has opined that:
Consideration is being given to administration evaluation but to a lesser extent. If teachers can be helped by student evaluation of their teaching, then those with whom they come into contact including faculty and other administrators can help administrators through evaluation. Some means must be developed to ensure that the input is obtained from as broad a base as possible, yet preserving the anonymity of individuals in order to obtain more valid information.

Similarly in the present situation it is an endeavour to investigate the cause of ineffective supervision based upon the opinions of the respondents in this area of concern.

1.14 OBJECTIVES OF THE STUDY

The following objectives were stipulated for the study:

- The qualitative evaluation of the frontline management (the principals) of the selected public sector postgraduate peripheral colleges in the Punjab, Pakistan, for characteristics necessary for effectiveness.
- To determine the characteristics of the best-suited college principal in present scenario
- To suggest measures to reduce ineffective supervision based on the results of the present study.
- To introduce a new evaluation scale for measuring effectiveness in the changed current scenario.
- To ascertain whether the lack of these characteristics for effectiveness is the cause of ineffectiveness in the targeted colleges
- To determine the actual and perceived rank-ordering of the characteristics for effectiveness.
To ascertain the causality and correlation among the characteristics and effectiveness in the targeted colleges.

1.15 DEFINING THE PROBLEM DOMAIN

As the title of the thesis spells it out it is an Evaluation of the Frontline Management of the Selected Public Sector Postgraduate Colleges in the Punjab, Pakistan. Ineffective Supervision is one of the challenges enunciated by the Education Department Government of the Punjab (2005). There are different levels of supervision/management i.e., top, middle and lower level management. The principals of the colleges fall at the lower level or frontline management. They execute the policies framed at the top. In this very case the researcher was interested in evaluating the set of traits/attributes/characteristics, which are present in the existing lot of principals/ frontline managers thereby finding a solution to the problem enunciated by Government of the Punjab, Pakistan. And the hypothesized solution to it would be, evaluating the existing frontline-management on some criteria of effectiveness and seeing the cause of ineffectiveness, subsequently recommending the solution for this problem. Also based on the perceptions of the vice-principals and the senior-most staff members from the teaching staff, the researcher intended to discover the rank-ordering of these characteristics in the present scenario and the expected rank-ordering by the respondents.

1.16 NATURE OF THE STUDY

Salkind (1997, p.220) writes, “Whereas the longitudinal method examines one group of people repeatedly over time, the cross-sectional method examine several groups of people at one point in time”. Hence it is a survey- based cross-sectional research based on the perceptions of the vice-principals and senior-most staff members from teaching of the selected public sector postgraduate, male, non-professional, non- technical colleges under the General Collegiate Branch, Higher Education Wing, Government of the Punjab, Pakistan. It was multivariate in nature. It is partly qualitative, partly quantitative, partly descriptive and partly exploratory.

The set of independent variables was vision, integrity, political networking, courage, initiative, professional management training, high exposure, and dynamism.
The effectiveness of the principal or the college was the dependent variable. The moderating variable was the college culture.

The study was based upon the combination of Harvey (1976) and DECA (1977) and Rasmussen (cited in Wolotkiewicz, (1980) models for qualitative evaluation of the educational administrators. Contingency theory has also been considered of great help in the present scenario. Robbins (1980) observed that the most recent direction taken by administrative theory can be described as a contingency or situational approach.

It has become increasingly clear that it is difficult, if not impossible, to make broad-based generalizations about administrative practice that are applicable to all situations. The complexity of the subject and the distinctiveness of each situation have resulted in the expansion of the number of exceptional cases, to the point where there appears to be no universal law or principle that can be applied in every instance.

A contingency approach to the study of the administrative process is naturally logical. Since organizations are diverse, it seems unlikely that there would be universally applicable principles that would work in all situations. But it is one thing to say that it all depends and another to say what it depends upon. The researchers in administration have been directing their efforts toward identifying these variables.

A comprehensive list of variables has not yet been prepared, yet there are a group of variables that tend to reappear frequently. They are: organization’s size, ambiguity and complexity of task technology, administrator’s positional locale, administrator’s position power, individual differences among the subordinates, perceived clarity and equity of the reward system, and degree of environmental uncertainty. What we find that in some situations, certain contingency variables become active, while in other situations these same variables may be of little significance. The relevance of any variable varies with the situation.

1.17 JUSTIFICATION FOR THE TOPIC

Educational management is not entirely a new discipline distinct from the management. It is considered an offshoot of management or a subset of management.
As Handy (1984) is of the view that there are general principles of management, which can be applied to all organizational settings.

Thomas (2004) while describing the key themes for management research, the research areas that concern managers and the content of management studies, has listed, managerial roles, public sector, education and health sectors, managerial effectiveness, organizational behaviour, public sector management, culture and communication. Hence the topic ‘The Frontline Management Evaluation of the Selected Public Sector postgraduate Colleges in the Punjab, Pakistan’ is in the domain of management sciences. It involves the interdisciplinary approach combining education with management.

The researcher’s background of management study and then practical experience in the field of college education was the reason of choosing this interdisciplinary topic of research.

1.18 CLARIFICATION ABOUT THE RESEARCH TOPIC

The title of the thesis, The Frontline Management Evaluation of the Selected Public Sector Postgraduate Colleges in the Punjab, Pakistan signifies that the study is about the selected colleges, not all colleges in the Punjab. These selected public sector postgraduate colleges are the public sector postgraduate peripheral colleges in the Punjab, Pakistan. The second clarification is about ‘in the Punjab, Pakistan’. It means the stipulated study is about the selected public sector postgraduate peripheral colleges in the Punjab, the province of Pakistan. The generalizability of this research is particularly to these selected public sector postgraduate peripheral colleges of Punjab, Pakistan.

1.19 ASSUMPTIONS OF THE STUDY

Following were the assumptions of the study:

- The vice-principals and the senior-most heads of the departments are the best perceivers of the characteristics of the principals because of their proximity and close observation of the principals.
The respondents will provide objective and impartial answers to the questions contained in the research instruments.

Effectiveness of the principals and that of the college have been used synonymously in this study. (Teddlie, 2000, pp.141)

The terms leaders, managers and principals have been used interchangeably in this study.

1.20 SCOPE & DELIMITATIONS OF THE STUDY

Frontline Management Evaluation of the Public Sector Postgraduate Colleges in Punjab encompasses the scope of this study. As this is a very vast field, so keeping the time and costs of the study in mind only the Frontline Managers’ (principals) Evaluation of the Public Sector postgraduate Colleges in Punjab, has been focused. This study is further delimited to the Principals of non-technical non-professional Postgraduate (male) colleges under the General Collegiate Branch Govt. of the Punjab, Pakistan.

The years of data collection were 2005-08 as this was a cross-sectional study.

The study was delimited to the perceptions of the vice-principals and the senior most members of the teaching staff regarding the characteristics of the principals

There may other causes of ineffective supervision as well but the ineffective supervision due to the lack of certain personality characteristics/competencies of the frontline managers (the principals) has been focused on.

The indicators of effectiveness are delimited to 15 only.

Size of the population and sample size were kept manageable for the researcher to conduct an in-depth and valid research so intermediate and degree colleges were not included in the research. So 45 colleges were purposively selected from 51 male postgraduate non-technical, non-professional colleges managed by the General Collegiate Branch, Education Department, Govt. of the Punjab. This was the maximum
number of colleges, which could be studied, in the stipulated time due to the constraints of time and cost.

- The study was delimited to the Qualitative Evaluation of the Frontline Management (the principals) of selected Public-sector Postgraduate Peripheral Colleges, Punjab, Pakistan.

### 1.21 LIMITATIONS/ CONSTRAINTS OF THE STUDY

There are some limitations that need to be acknowledged regarding the present study.

- First is the size of the sample, which was 35 colleges, out of the purposively selected 45 male postgraduate non-technical, non-professional colleges managed by the General Collegiate Branch, Education Department, Govt. of the Punjab. This is the maximum number of colleges, which can be studied, in the stipulated time due to the constraints of time and cost.

- Secondly, only one aspect of effectiveness i.e. the frontline management heads/the college principals out of many aspects of the public-sector college management has been focused, again due to time and cost constraints.

- Thirdly the indigenous literature on this particular aspect of the thesis was scanty. So the researcher had to go for similarities.

- The exhaustive evaluation considering all the possible aspects of effectiveness of the public sector colleges was very difficult as the cooperation by the quarters concerned was discouraging as well as the data required was not available.

- As the population of the study consisted of the selected public sector postgraduate peripheral colleges in the Punjab, Pakistan, so the generalizability of the study is limited. It cannot be generalized to the whole colleges in the Punjab or whole of Pakistan.

- There may be scores of other variables for effectiveness but management head in the college (principals) has been focused on, and then only 08 personality characteristics have been taken as independent variables in the management heads, though there may be other personality characteristics.
• Similarly the institutional effectiveness framework has been intentionally limited to 15 items, although there are scores of others to mention.

1.22 RESEARCH QUESTIONS

The following research questions were investigated in the study:

1.22.1 The Main Question

• Does the frontline management (the principals) of these selected public sector postgraduate peripheral colleges in the Punjab, Pakistan possess the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which are necessary for their effectiveness in the present scenario?

1.22.2 Some Related Questions

1. Are the public sector colleges in the Punjab ineffective?

2. What is the expected rank-ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in the present scenario in the frontline management (the principals) of these selected public sector postgraduate peripheral colleges in the Punjab, Pakistan?

3. What is the actually perceived rank-ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in the present scenario in the frontline management (principals) of these selected public sector postgraduate peripheral colleges in the Punjab, Pakistan?

4. Which independent variables are affecting the dependent variable under study?

5. Which are the independent variables significantly correlated to the effectiveness of the colleges under study (Correlation)?
CHAPTER 2

LITERATURE REVIEW

Search for related literature is an exacting task, calling for a deep insight and a clear perspective of the overall field.

So the synoptic as well as exhaustive review of the relevant literature has been carried out to know what already has been dug out in this area. As this study deals with evaluation of college management for effectiveness, so the literature review has been carried out for college management, effectiveness, evaluation, college culture, and independent variables i.e., characteristics for effectiveness in detail.

This chapter mostly reviews the literature on the specified aspect of the thesis and presents a critical review of the similar studies conducted in Pakistan and abroad. The literature review touches upon the management, educational management, focuses on the effectiveness, college management evaluation, college culture, and independent variables i.e., characteristics for effectiveness.

2.1 MANAGEMENT

As Luthans (1981) has observed that management has been in existence for as long as individuals have put others in a position subordinate to them for the accomplishing predetermined goals. Some of the earliest recovered documents written by Sumerian temple priests about 5000 B.C. offer tangible evidence of managerial practices.
Management has been defined as,

“It is the process of coordinating work activities so that they are completed efficiently and effectively, with and through other people.” (Robbins & Coulter, 2000, p.6.)

Management has also been defined as,
1- “The act, art, or manner of managing or handling, controlling and directing is called management.”
2- The person or persons managing a business or an institution etc are also called management, as labour and management failed to agree on wages” (Webster & Mackechnie, 2006, p.1093).

Mescon et al., (1988, p.16) offered a classical three fold concept for a broad scope for the viewpoint of management. They observed management as (1) an economic resource,(2) a system of authority, and a class or elite.

Successful management is totally dependent upon the human element. Heads do not perform the job by themselves, irrespective of their individual talent or drive. They must work with and through the people to achieve the organizational goals and objectives (Kraus & Curtis, 1986, Pp.28, 56).

2.1.1 Supervision: A special case of Management

Robbins (1980, p.332) wrote:

“Supervision is often lumped conveniently together with all other levels in the administrative hierarchy, yet this camouflages the fact that supervisors are uniquely different from all other administrators. This difference is important enough to justify separate discussion.”

Robbins (1980, p.332), wrote:

The term supervision is traditionally used to refer to the activity of immediately directing the activities of the subordinates. We shall view supervision as first level administration and supervisors as first level administrators. This is counting from the bottom of the traditional...
pyramid-shaped organization; they represent the first or the lowest level in the administrative hierarchy.

As first-level administrators, the supervisors must, by definition, occupy the only level of administration charged with the responsibility of directing the work of non-administrative personnel. It is true, of course, that all administrators may direct activities of staff assistants or of their own secretaries, position that may be non-administrative; but the direct responsibilities of the non-supervisory administrators are for the work of other administrators. Therefore supervisors are directly responsible for the daily, face-to-face, immediate operative activities of a group of personnel.

2.1.2 Supervisors are first-level managers

There are different levels of management or administration depending upon the degree of decision-making. Some authors have described three levels of management, while others consider four levels of management. Anyhow the lowest level of management is the supervisory management or first-line management or frontline management.

It can be inferred from the above discussion that the supervisors, first-line managers, frontline managers, and first level managers are the different nomenclature for the same level of management and the college principal is frontline manager or supervisor who supervise the activities of the non-managers i.e., the teaching staff and the secretarial staff of the college.

2.2 EDUCATIONAL MANAGEMENT

Halpin (1966) noted that the development of educational administration, as a separate discipline, is of recent origin. It is around 1954 that the theory of educational administration was formulated with the help of the researches in the field of psychology and other social sciences. It has been recognized that educational administration is not an entity distinct from other forms of administration. The University of Chicago was mainly connected with the development of theory of educational administration. Besides this Cornell University, Washington University, and the University of Wisconsin had also contributed considerably to the theory of
educational administration. The theory of educational administration can be said to cover the following four areas:

- The nature of the theory and how it should be applied to research on administration.
- Substantive research on administration.
- The study of the relationship between verbal and non-verbal behaviour.
- Reflection upon the nature of scientific inquiry and the pertinence of these ideas for the training of research workers in education and behavioural sciences.

Educational management is an offshoot of management. It is becoming increasingly accepted that educational management is merely a subset of general management practice and principle (Vashist 1993).

Handy (1984) was of the view that there are general principles of management, which can be applied to all organizational settings.

Vashist (1993) noted that the problems of educational management may differ from other forms of administration but psychologically speaking, they are human problems.

Bell & Bush (2003) observed that educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Dependence on imported ideas from other countries and other management settings, educational management, has become an established discipline with its own theories and some empirical data to test their validity in education.

It is obvious that educational management is not entirely a different discipline from management in theory and practice. The same organizational principles and practices are almost applicable to educational management so far as the human side of the organization is concerned.

### 2.3 COLLEGE MANAGEMENT

It has become obvious that the roles of the college administrators are becoming increasingly complex. A number of factors are responsible for this. Among these are the changing economic, social and political conditions, the internal organizational dynamics, and external community pressures. College management is
no more a simple and smooth job rather it has many bottlenecks. The college is headed by a principal with different people performing their jobs and assignments through division of labour. (Gupta 1987)

2.3.1 Principals / Frontline Management in Colleges

Principal of a college is the last rung of the college administration, although he is assisted by vice principal, professors, associate professors, assistant professors, lecturers, and the college secretarial staff, yet he is chiefly responsible for the overall normal and smooth functioning of the college.

Cooper (1965) observed that during the past couple of years, more than twenty volumes have appeared describing various aspects of college administration, written from a historical, theoretical or pragmatic point of view.

Eble, (1978, p. 94) suggested that, “Administration and scholarship or good teaching is not compatible. Unfortunately, the kind of amateurish leadership that sufficed well fifty years ago is not adequate for the modern institutions. While the roles of these individuals vary somewhat according to level and circumstances, all must possess peculiar and almost paradoxical combination of virtues. They must be wise and judicious in their handling of personnel. They must be efficient in the handling of multitudinous daily details, understand the elements of finance and accounting, and contemplate the mysteries of an IBM machine. On top of all this, they must be adept at public relations, friendly to the alumni, and influential with men of wealth.

The field of college administration, like that of college teaching, needs much more research than has so far been produced. Most books and conferences on the subject describe existing practice, but few can present well validate evidence of what constitutes superior practice. In tackling such questions as these, educational administrators might consult more closely with those in business and public affairs. It is ironic that on the campus there may be departments of public administration, business administration, and educational administration, with almost no interchange
between them. Actually many of their problems are similar, and each learns much more from the others.

In fact college education has become critically important to the society in this modern age, as a fountain of trained talent and a generator of fresh knowledge. New demands are pressing upon the college teacher as well as upon the administrator, who must so operate the institution that it can work at its best. (Guthrie, 1990)

Subudhi (1995) has critically analyzed the college education and assessed the need of better planning of the higher education. According to him the colleges and universities have to serve the felt-need of the society. It has to meet the present as well as future challenges.

Although a principal is a sole boss in the college premises, yet he has to work in many constraints.

### 2.3.2 Duties of a College Principal

The principal is the academic as well as management head of the college and have general supervision over and direction of the education department, including the teaching staff thereof, and all persons employed in connection with its work, and also have such other powers and perform such other duties as from time to time may be conferred upon or may be assigned by his superiors. Some of the duties performed by him are:

- Financial duties regarding the income
- Financial duties regarding the expenditures
- Correspondence with the superior offices.
- Liaison between the gown and the town.
- Provides leadership, direction and coordination within the school
- Staff supervision and evaluation
- Student control and supervision
- Maintenance of college building, grounds and laboratories etc.

He, in the college premises is the sole boss wearing many hats. He guides and supervises the teaching staff, directs the college secretarial staff in accounts matters,
interacts with the students, maintains the gown and town relationship and remains vigilant about any development in and around the college campus.

2.3.3 Duties of a College Vice Principal

The vice-principals perform such duties as may be assigned to them by the principals, is the secretary of the college council, and that of the of the purchase committee.

A vice-principal designated by the principal may represent the latter and discharge the duties and exercise the authority of the principal during the latter's absence, except the financial duties unless otherwise notified by the competent authority.

Writing of APER (annual performance evaluation report) of all the staff members has recently been entrusted to vice principal in the Punjab, and he/she will be evaluated on this basis along with other assignments. (Govt. of the Punjab, 2007)

2.3.4 History of College Management in Pakistan

As education is both provincial and federal subject, so the colleges are run both by the provincial governments and the federal government in Pakistan. Also the private sector has the liberty to run colleges according to the regulations formulated by the government. All the private owned colleges in Pakistan were nationalized/provincialized by Z.A. Bhutto’s regime in 1974. The reversal of the same has taken place in early eighties and now colleges are also owned and managed by the private sector along with the public sector. Anyhow the ministry of education supervises them.

2.3.5 Recent Developments in College Management

The college education was put under the control of EDO education according to the Devolution of Powers Plan 2001, hence was under the direct control of district government through EDO. (Govt. of the Punjab, 2001)
Afterwards in 2005, the college education was again put under the control of the provincial govt. of Punjab through a withdrawal order. Now the college education and its administration has been restored to its previous position of 2000. (Govt. of the Punjab, 2005)

As there is a widespread deterioration in the public-sector colleges and the private sector colleges are excelling them in the Punjab, so Govt. of the Punjab has programmed to reshape and restructure the existing 70 colleges into model colleges and give them autonomy for maximizing effectiveness and efficiency in this area. (Govt. of the Punjab, 2006).

Govt. of the Punjab plans to provide the missing faculty up to 01-01-2007 and all the missing facilities within next three years to the scheduled model Colleges. Education Management cadre is also in offing. Govt. thinks it a step towards revitalizing the college management in the Punjab. The concept of College Managers is to be tried. The infrastructure and the basic facilities are missing in most of the peripheral colleges. (Govt.of the Punjab, 2005)

2.3.6 Educational Legislation

The principal has to justify his every action in the routine business of the college according to the codal formalities prevailing in the particular country. Some of them are, admission policies in the colleges, examination rules, expenditure codes, and statutes pertaining to discipline and supervision etc. A college principal must keep himself abreast of all the changes introduced time to time in these areas. (Guthrie, 1990)

2.3.7 College culture and its Bearing on Effectiveness

Like any other organization a college is a human enterprise so it definitely has a culture. Chaffee & Tierney (1988, p.312) had the following views about culture and college culture:

> Awareness of the culture prevailing in any college helps in adopting the type of strategy of administration in that particular college. As the
culture varies from college to college, so is the strategy. Perception of
college culture is a diagnostic aid to this end. Every college has a
culture of its own and political activities are an integral part of the
college organization.

Effective leadership has not only to deal with planning and adaptation but also
with interpreting and communicating institutional goals and understanding the
organizational processes.

According to Chaffee & Tierney (1988) the most fundamental construct of
an organization, as of a society, is its culture. An organization’s culture is reflected in
what is done, how it is done, and who is involved in doing it. Organizational culture
remains a critical ingredient in institutional life and performance. It concerns
decisions, actions, and communication both on an instrumental and a symbolic level.
Effective administrators intuitively understand that they can take a given action in
some institutions but not in others.

Hodgkinsin (cited Turner, 2005) has referred to a field of values in which an
educational leader is caught and forced to choose and act as:

- Personal value of the self-interest of the individual.
- Group values concerned with roles, tasks, goals policies and purposes.
- School values at an organizational level-concerned with roles, tasks, goals
  policies and purposes.
- Local community values shaped by parents and employees, etc.
- National values incorporating the cultural spirit of the times.

The three general dimensions of culture are structure, environment, and values.
Structure is beyond the formalized organizational chart. It involves both formal and
informal aspects of decision-making. Environment of the organizational culture
includes people, events demands and constraints in which an institution finds it. The
third dimension in this framework of organization culture is values. Pertinent to this
dimension are the beliefs, norms, and priorities held by the members of the institution.
The culture prevalent in any college, affects the effectiveness of the college in one way or the other. The college management has to understand the culture in the particular college and then take decisions accordingly.

2.3.8 Organizational Politics in a College

No human organization is free of politics. Its degree may vary from organization to organization. So are the public colleges, which are highly politicized.

Hayes, (1987, p.170) describing the politicization of academic institutions in Pakistan wrote,

“Politicization of education among colleges and universities has been an important contributing factor to the disorderliness of and absence of discipline that frequently occurs at this level.”

The organizational members of the college do not operate in isolation rather they are linked to the outside world of the college. Some of them have very close ties with the politicians and the other influential individuals in the society. These organizational members affect the decision making in the college by exercising their influence. This political interference in the colleges distorts the normal functioning of the public sector colleges to a great extent.

2.3.9 Micropolitics in Colleges

According to Bush, (2003) the concept of micropolitics refers to political activity which takes place inside schools or colleges. It may be contrasted with the macropolitics, which relate to debate and disagreement within the wider policy-making process. A micropolitical approach assumes that policy and decisions emerge through a process of negotiation and bargaining. Interest groups develop and form alliances in pursuit of particular policy aims. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders.

There is interest-based grouping in the public sector colleges. Tuition groups have taken the form of cartels. These groups for their petty interests influence the
college management and affect the important decisions in the college. They adversely affect the effectiveness in the colleges.

### 2.3.10 Political Networking in Colleges

A principal has to take care of the different internal as well as external political networking in the campus for effectiveness.

McShane & Travaglione, (2003, p.415) held the following opinion regarding political networking, “It is not what you know, but who you know that counts.” This often-heard statement reflects the philosophy behind another political tactic known as networking—cultivating social relationships with others to accomplish one’s goals. Networking is an important political practice.

Any leader or manager in any organization has to face the phenomena of organizational politics. McShane & Travaglione (2003, pp. 410,411) define Political Networking as, “It represents the attempts to influence others using discretionary behaviour to promote personal objectives”

Organizational politics can work for or against the organization. The types of political activities in the organizations can be summed up as the following:

Attacking or blaming others, controlling information, forming coalitions, cultivating networks, creating obligations, managing impressions, maintaining influence with powerful people, embracing or demolishing, dividing and ruling, manipulating classified information, making a quick showing, avoiding decisive engagement (fabianism), collecting and using IOUs, progressing one step at a time (camel’s head in the tent), waiting for a crises (things must get worse before they get better), taking counsel with caution, pressure tactics, upward appeals, exchanging tactics, coalition tactics.

In addition to these activities the other ones going on there mentioned by McShane & Travaglione (2003) are: ingratiating tactics, rational persuasion, consultative tactics, and inspirational appeals, maintaining maneuverability, promoting limited communication, exhibiting confidence, controlling access to the information and persons, making activities central and non-substitutable, creating a
sponsor-protégé relationship, stimulating competition among ambitious subordinates, neutralizing potential opposition, making strategic replacements, committing the uncommitted, forming a winning coalition, developing expertise, building personal stature, employing trade-offs, using research data to support one’s own point of view, restricting communication about real intentions, withdrawing from petty disputes etc.

All of these political tactics and strategies are part of the games and turf wars that take place in today’s organizations. On one level they are inevitable and cannot be prevented. Recently some knowledgeable observers (McShane & Travaglione, 2003) have even suggested that managers would benefit from reading Shakespeare in order to understand the intrigues and intricacies of political tactics used in today’s organizations.

Obviously, the strategies and tactics discussed above are only representative, not exhaustive, of many politically based strategies and tactics for accruing power in organizations. There is also a call for a framework and guideline to evaluate the ethics of power and politics in today’s organizations. The ethical concern goes beyond the notions of success and effectiveness. For example, of the ten most unethical activities one study identified, three are directly political:

- Making arrangements with vendors for the purposes of personal gains;
- Allowing differences in pay based on friendship; and
- Hiring, training, and promoting personal favorites rather than those who are most qualified.

To help overcome the negative impact that organizational politics can have on the ethics of an organization, McShane & Travaglione (2003) recommended the following guideline that can be used:

- Keep lines of communication open
- Role-model ethical and non-political behaviours
- Be wary of game players acting only in their own self-interest
- Protect individual privacy interests
- Always use the value judgment “Is this fair? (Luthans, 2005)
As the colleges are the human organizations so the tactics and strategies mentioned above are also prevalent in the colleges also.

2.4 EFFECTIVENESS

The dependent variable in this study is effectiveness, which has different connotations. Some of them are as under:

Hommadi, (1984) opines that creating a good organizational structure does not ensure success or effectiveness. The social aspects of the organizational behaviour are the most important, because personal ambitions of employees and managers or administrators may also conflict with the concepts of proper organization. An organizational plan that is satisfactory at one time may be obsolete in the time to come.

Different authors of organizational effectiveness have viewed it from different perspectives and have proposed different approaches or models to comprehend its whole meanings. Mangla (1995) has mentioned four models of organizational effectiveness viz;

- The Goal Model: considers the accomplishment of goals as the defining criteria of effectiveness.
- The System Resource Model: focuses on the interaction of the organization with its environment.
- The Process Model: relies on the internal organizational processes as the main characteristic of organizational effectiveness.
- Strategic Constituency model: helps in studying organizational effectiveness by assessing the extent to which it satisfies the demands and expectations of its constituents that have a power influence on all organizational matters.

According to Griffin (1997) there is no consensus about what constitutes effectiveness. For example an organization can make itself look extremely effective in the short term by ignoring research and development, buying cheap materials, ignoring quality control, and skimming on wages.
Over time, the firm will falter. But on the other hand a firm may displease investors who have a short-term outlook, and take action with a longer view and make appropriate investment in research and development.

Robbins & Coulter, (2000, p.7) define effectiveness as, “Completing activities so that organizational goals are attained; referred to as doing the right things.”

The degree, to which an organization is able to achieve its goals and utilize the human potential, is of great importance, because it forms the issue of organizational effectiveness. Researchers of organizational effectiveness are confronted with such questions as to what exactly is the effectiveness of an organization and how an effective organization can be differentiated from an ineffective one.

The term effectiveness conveys different meanings to different people depending on their frames of references. The concept is subjective. In spite of an interest in the organizational effectiveness for more than a century, there is still confusion regarding its nature and form.

Although it is very difficult to come out with a final word on the ideal model on organizational effectiveness I have to embrace one that serves my purpose and perspective.

2.4.1 Different Variables of Organizational Effectiveness

Investigation of literature on organizational effectiveness (OE) reveals that the researchers have been in consensus for the difficulty of defining, modeling, and measuring OE, which is important for attaining high performance. Major focuses are, therefore, to construct a conceptual framework to model OE, to derive major determinants of OE from this framework, and to measure OE by constructing prediction models based on the proposed framework that investigates OE from the perspectives of organization and its subsystems (Cameron, 1978).

“Because many of the proposed measures of effectiveness are negatively correlated, we shouldn't expect to find general explanations that will distinguish effective from ineffective organizations." (Scott, p. 360, 1983).
According to the analysis of the research data, there are several factors effecting organizational effectiveness. Ultimately, organizational effectiveness is not based only one path or purely on technical, rational processes, but also a function of sociology and politics (Cameron, 1982).

These are some of the variables of effectiveness:

- Personal characteristics
- Leadership style
- Culture of the organization
- Strategic planning
- Working environment,
- Model of organizational operation
- Flexibility
- Human resources
- Organizational commitment.
- Structural design
- Power control
- Student education satisfaction
- Student academic development
- Student personnel development
- Team leadership
- Team structure.

There may other variables in any organizational setting which may surface up with time, and warrant consideration. It can be seen that variable for organizational effectiveness are numerous but no single set of variables can be generalized that can be the variables for all organizations. The variables vary from organization to organization, from time to time and from place to place.

**2.4.2 Key Elements of Effectiveness**

According to Cohen (1994) the key elements of effectiveness are the following:

- People
- Processes and systems
All these elements of effectiveness are of paramount importance and none can be neglected, over-stated or under-stated. Yet it depends upon the situation, that which one is given more importance as compared to other ones.

2.4.3 Indicators of Effectiveness

According to Cohen (1994) such indicators of effectiveness should be used for the effectiveness as are readily understandable by members of the college community and the lay public—an important characteristic because an indicator in which the measurement is embedded in mysterious terms, buried under masses of data, and reliant on obscure statistical manipulations is not likely to convince anyone that the college is doing a good job. A second important characteristic of indicators is that they must be defined so that the data necessary for measurement are available or can be gathered at minimal expense; few colleges have the resources to conduct involved research studies.

Although there are many ways to measure success, a number of factors consistently show up in effectiveness metrics. These include the following:

- Achieving organizational mission
- Operational efficiency

For any given organization, measures of effectiveness vary, depending upon its mission, environmental context, nature of work, the product or service it produces, and customer demands. Thus, the first step in evaluating organizational effectiveness is to understand the organization itself—how it functions, how it is structured, and what it emphasizes. (Hommadi, 1984)

According to Heaney (1990) community colleges have employed various methods of measuring educational outcomes for many years and for many purposes. Since state and federal legislatures have entered the picture, however, outcomes assessment has become a much higher institutional priority.
In the light of the aims and objectives and the mission statement of the Education Department Government of the Punjab (Government of the Punjab, 2005), it is evident that the goal of the education department is the optimum mental, social and physical development of the individuals to render them fit for the society. The educational institutions fulfill these goals through the provision of conditions and atmosphere conducive for the attainment of these goals. Hence certain indicators can be fixed that can manifest whether these aims and objectives are being attained or not. In this very study these indicators are the curricular and co-curricular activities designed for the attainment of the above-mentioned aims and objectives.

2.4.4 Operational Indicators of Effectiveness

In-depth, detailed and extensive study of all the indicators is both time consuming and expensive. Hence the limited number of indicators is to be fixed. Most of the indicators of institutional effectiveness center on one or another of the colleges' basic missions. Cohen (1994) was of the view that the indicators for effectiveness should be such that each of them can be defined in operational terms. Operationalization of indicators is a must for making them measureable.

2.4.5 Criteria of Effectiveness

Peters & Waterman (1982) considered that the first step in evaluating organizational effectiveness is to understand the organization itself—how it functions, how it is structured, and what it emphasizes. So the criteria for effectiveness will be different for different organizations. There are no uniform criteria of effectiveness for all the organizations. In this study while formulating some criterion for the educational institutions in Punjab, Pakistan, aims, objectives and the mission statement of the Education Department Government of the Punjab cannot be ignored.

2.4.5.1 Aims and objectives of the Education Department Govt. of the Punjab

Following are the aims and objectives statement issued by The Department of Education, Government of the Punjab, Pakistan
“The purpose is not only to impart education and to enlighten the beneficiaries but also to prepare and develop them for general and professional education in order to meet and cope up with the challenges of the 21st century.” (Government of the Punjab, 2005)

2.4.5.2 Mission Statement of the Education Department Govt. of the Punjab

The Department of Education, the Government of the Punjab, Pakistan has declared the following mission statement:

The Higher Education Department, Government of the Punjab provides education from Inter to Postgraduate level in various disciplines through 361 Colleges functioning in the eight divisions under the supervision and guidance of the Secretary Education, Government of the Punjab. The total includes 76 Inter, 218 Degree and 67 Postgraduate Institutions (Male/Female). The purpose is to not only enlighten the beneficiaries of the department i.e. the students but also to broaden their mental horizon in order to prepare them to cope up with the challenges of the 21st century's world.

The Department envisions the society as a society habitually capable of living with high ideals; tolerant of others' views and aspirations; a society which can co-exist with the changing times and assimilates the phenomenon of globalization of the world; a society which knows the joys of meaningful living; a society keen to protect its younger generation and leave behind a better world.
We believe in equal opportunity for all in the quest for education and are striving to impart quality education of a standard recognized at the world community level.

We recognize our duty to make quality education affordable for the common man and are striving to create an environment where education would lead to prosperity and improve the general standard of living for the masses.” (Government of the Punjab, 2005)

The mission statement and the aims and objectives of The Department of Education, the Government of the Punjab, Pakistan have to be borne in mind while formulating any criterion for effectiveness of the educational institutions in the Punjab, Pakistan.

2.4.6 Models of Effectiveness

Hommadi, (1984) opined that creating a good organizational structure does not ensure success or effectiveness. The social aspects of the organizational behaviour are the most important, because personal ambitions of employees and managers or administrators may also conflict with the concepts of proper organization. An organizational plan that is satisfactory at one time may be obsolete in the time to come.

Different authors of organizational effectiveness have viewed it from different perspectives and have proposed different approaches or models to comprehend its whole meanings.

Mangla (1995) has mentioned four models of organizational effectiveness viz;

- The Goal Model considers the accomplishment of goals as the defining criteria of effectiveness. It focuses on the degree to which an organization succeeds in achieving its goals.
- The System Resource Model focuses on the interaction of the organization with its environment. It focuses on the extent to which the organization can acquire the resources it needs. These can be financial,
material or information resources to compete successfully in the environment.

- The Internal Process Model relies on the internal organizational processes as the main characteristic of organizational effectiveness. It deals with the internal mechanisms of the organization. It focuses on minimizing strain, integrating individuals and the organization and conducting smooth and efficient operations.

- Strategic Constituency Model helps in studying organizational effectiveness by assessing the extent to which it satisfies the demands and expectations of its constituents that have a power influence on all organizational matters. It focuses on the groups that have a stake in the organization.

Although these four basic models of effectiveness are not necessarily contradictory, they do focus on different things. The systems resource approach focuses on input, the internal process approach focuses on transformation processes, the goal approach focuses on outputs, and the strategic constituencies approach focuses on feedback.
Thus Griffin (1997) is of the opinion that rather than adopting a single approach an integrated perspective such as the one illustrated below, is the best for understanding organizational effectiveness.

**Illustration 2.1**

*Source:* Griffin (1997, p.91)
2.4.7 Models of Institutional Effectiveness from Academia

There are various models of institutional effectiveness in vogue in the academia. Some of these models are from various universities. These models have also been considered, as the postgraduate colleges and the universities are many commonalities. Some of these models are briefly discussed below:

2.4.7.1 Eastern Kentucky University Model

These are the indicators for measuring effectiveness of the Eastern Kentucky University (2007). These key indicators reflect goals already established for Eastern Kentucky University (EKU) by the Council on Postgraduate Education.
Indicator 1: Student Retention
Indicator 2: Enrollment
Indicator 3: Graduation
Indicator 4: Progress from developmental to college level courses
in Indicator 5: Graduating Student Satisfaction
Indicator 6: Alumni satisfaction
Indicator 7: Placement rare in workforce
Indicator 8: Employer satisfaction

2.4.7.2 Kansas City Kansas Community College Model of Institutional Effectiveness

An Overview of Model

In this model as shown in the picture below, learning is the center, and other rings surround it. Thus the central function of the college is to promote student learning. Other units assist the Academic Services.

Illustration 2.2

Source: Kansas City Kansas Community College (2006)

Careful thought and deliberation must go into selection of the operational indicators. The distinctive features of the model are the following:

- An empirical bedrock of information is at the foundation of all institutional effectiveness decisions.
- A systematic relational view makes evident crucial interdependencies within the organization.
- The model focuses on the process of institutional effectiveness rather than criteria for an effective organization.
- The model is learning centered.
- Complete information about the operation of the college is available at glance.

In some areas the best operational indicators may be qualitative rather than quantitative. It has been concluded that both quantitative and qualitative methods of content analysis to examine evaluation instruments, and state and professional standards vogue in any country are prevalent and in use,
2.4.7.3 The Institutional Effectiveness Model -Angelo State University (2006)

Dane (2006) has described the following Institutional Effectiveness Model for the Angelo State University, San Angelo Texas. As the postgraduate colleges are mini universities so the there can be similarities in their indicators of effectiveness.

Illustration 2.3

![Diagram of Institutional Effectiveness Model]


Source:- Angelo State University, San Angelo Texas.

Here the mission statement of the institution, the goals set out by the institution, and criteria of success and subsequently method of assessment of these goals have been given importance in the model of effectiveness.
2.4.7.4 LACCD Model

This is the model of institutional effectiveness used by Los Angeles Community College District (LACCD). These are some of the core indicators for effectiveness of the LACCD College (2006):

Total number of all the students enrolled in all the classes, total degrees awarded per year, total number of students who get vocational certificates, the percentage of graduates and certificate students who are placed in the workforce, average class size annual instructional expenditures and retention rate of the students.

2.4.7.5 Wyoming Community Colleges Effectiveness Model (2006)

Wyoming Community Colleges (2006) have established the following indicators for effectiveness:

Student goal attainment, persistence Fall to Fall, degree completion Rates, placement rate in the workforce, employer assessment of students, licensure/certification pass rates, demonstration of critical literacy skill, participation rate in the service area, responsiveness to community needs and demonstration of citizenship skills.

2.4.7.6 Some Indigenous Models

Two of the indigenous models of effectiveness have been discussed below:

Mehmood (1995) has used 15 indicators for institutional effectiveness measurement. Significant among them are given below:

Emphasis on tidy dress and habits, holding of debates, arrangement for sport activities, public opinion about the institution, Students’ and teachers motivation for higher education, coverage of syllabus in time, well–equipped laboratories, protection of institutional property and Concern for the up-keep of the institution.

Noreen (2003) has applied 20 indicators while studying institutional effectiveness in the framework for effectiveness. They are given below.
Participation of the institution in co-curricular activities, proper light and ventilation, facility of clean drinking water, timely coverage of textual material, regular conduct of internal exams, staff commitment towards maximization of learning time, effective classroom planning, maintenance of proper discipline, favourable attitude of the students towards learning, conducive learning environment in the institution, student attendance rate, student and staff morale, discipline in the class, regular evaluation of the staff members, staff growth and development, maintenance of school record, Institutional head understands his responsibilities, institutional head’s assistance to his staff in instructional matters, institutional head’s understanding and efforts for achieving those objectives.

2.4.8 Frameworks for Effectiveness

As we have seen in the previous pages that that there are various indicators for institutional effectiveness. And no two frameworks for effectiveness have all the common indicators. They have some commonalities. However different educational institutions have different parameters for institutions depending on their conditions and perceptions of the academia there.

According to Teddlie (2000) any framework for effectiveness for some organization, which is framed after deep deliberations of the experts of that field is commonly acceptable.

2.4.9 Effectiveness and Organizational Culture

According to Griffin (1997), culture is an especially important determinant of the performance and effectiveness of an organization.

Denison (1993) has developed a model of organizational culture and effectiveness based on four traits of organizational cultures; involvement, consistency, adaptability, and mission. These traits are examined through two linked studies: In the first, qualitative case studies of five firms are used to identify the traits and the nature of their linkage to effectiveness: In the second, a quantitative study provides
an exploratory analysis of CEO perceptions of these four traits and their relation to subjective and objective measures of effectiveness in a sample of 764 organizations.

The results show support for the predictive value of the traits, and help to illustrate the complementarities of qualitative and quantitative methods for studying organizational cultures. Their findings emphasize that cultures of organizations have an important influence on effectiveness.

2.4.10 Achieving Organizational Effectiveness

There are three considerations for the managers to be taken into account for maximizing the institutional effectiveness. They are size, residential emphasis and selectivity. Bigger organizations tend to be more democratic while the small and medium institutions tend to have humanistic managers. The residential constraints, if properly taken care of can enhance the effectiveness of the organizations. Highly selective colleges tend to headed by intellectual presidents, and the organizations have their selective problems to be heeded to for effectiveness maximization. (Astin,& Scherre 1995)

Achieving organizational effectiveness is not an easy task (Griffin 1997). The best way to do that understands the environment in which the organization operates. With this thing in mind, the managers can make a correct way for the organization in that environment. It will certainly depend upon the fixing the right targets by the managers, and selecting the correct route to reach that target. On the contrary if the managers choose the wrong targets or select the unrealistic methods to achieve that target, then the effectiveness will not be maximized.

2.4.11 Maximizing institutional effectiveness

As Morgan (1997) vividly described, there are numerous ways to conceptualize and model an organization, with profound consequences for criteria of effectiveness. These concepts typically deal with organizational form and structure on the one hand and organizational functions and activities on the other. How the organization is designed and how its functions are some of the considerations for maximizing its effectiveness.
2.5 EFFECTIVENESS OF COLLEGE PRINCIPALS

Effectiveness of the college and that of the principal has been taken as synonymous in this study.

2.5.1 Effectiveness of college principals

Inferring from the above-mentioned definition of effectiveness, an effective college principal is one who attains the organizational goals of the college. As there are organizational goals in terms of curricular and co-curricular activities so an effective principal attains both of them. (Punia, Vandana 2004)

2.5.2 Characteristics of effective college principals

The effective college principals possess certain characteristics, which distinguish them from the ineffective ones, and the degree of effectiveness depends upon the degree of these characteristics possessed by them. Although there are other factors contributing to the effectiveness of the college principals e.g., college culture, the location of the college, and the support of the other govt. institutions, yet personal characteristics of the principals do play significant role in attaining the organizational goals. Two principals may act entirely in a different fashion in a given situation. People with different characteristics are required in different situations.

2.5.3 Review of the Pertinent Literature with Respect to Characteristics for Effectiveness of College Principals

A large number of studies have been carried out in the field of management/Educational management on various aspects of the personality characteristics of a leader/manager that contribute towards effectiveness of the organization. Naturally, the specialists, the educationists, the psychologists and the sociologists have treated this important subject from their specific point of view. They have based their opinions on their observations, experiments and meditations.

This section largely embodies the views of some eminent educationists and social scientists and addresses the important issue of contributing factors/
characteristics of personality for effectiveness. This is the general stock taking in this
direction.

Barnard (1946) listed five fundamental qualities of leaders in order of
importance as under: vitality, endurance, decisiveness, persuasiveness, and
responsibility. By responsibility he meant an emotional condition that gives an
individual a sense of acute dissatisfaction because of failure to do what he feels he is
morally bound to do or because of doing what he thinks he is morally not bound to, in
particular concrete conditions. He expressed his opinion that he had relegated
‘brains’ to fifth place. He thought it was still important but nevertheless, subsidiary to
the physical capacity, decisiveness, persuasiveness and responsibility.

Katz (1955) has suggested three classes of skills—human, conceptual, and
technical for the effective supervision. Some of the skills of supervision, which might
be classified accordingly, are listed below:

- Human Skills: empathizing, interviewing, observing, leading, reflecting
  feelings & ideas, Participation in discussions and role-playing
- Conceptual Skills: visualizing, analyzing, diagnosing, synthesizing,
  criticizing and questioning
- Technical Skills: speaking, writing, reading, listening, outlining,
  demonstrating, graphing, sketching, computing, chairing a meeting.

Hages & Hughes (1962) were of the opinion that personal relationships are at the
root of all successful living.

Lucio & McNeil (1962) called the educational supervisor a person with ‘super
vision’ who was the teacher educator and who offered expertness to complement the
professional competence of the teachers with whom he works. According to them
another connotation of supervision was ‘snooper-vision’ meaning thereby that a
supervisor had vision quite different from the people he was supervising. He was able
to see clearer and farther when compared to his subordinates. He believed a
supervisor required a super vision and snooper vision, a superior perspective attained
by special preparation and position,
Campbell, Corbally, & Ramseyer (1963) were of the view that effective leaders in different situations possessed strikingly different traits. Mere possession of traits was not sufficient; rather the way they were used is more important. They emphasized on the competencies instead of traits. According to them a competency was a contributing factor in the effective administrator behaviour. They have treated the administration and leadership as synonymous terms. The successful administrator should have a balance of many of the competencies. A person who is an exceptional administrator in one situation may be a failure in an other situation. So every situation required a different set of competencies. Physical health, intelligence in keeping with the group one is leading, a balance between the introversion and extroversion, adaptability and originality, initiative, persistence, ambition, observation sense of good judgment, dominance, sense of humour, an excellent character, honesty, integrity, tact, loyalty and morality had been specially mentioned by them for effective administrators.

It should be recognized that educational administration is primarily concerned with working with a wide variety of people. Those personality attributes, which are seen by most people to be normal, plus a few more which mark him as a person with some drive, are the ones, which an administrator should possess. It is interesting to note that the effectiveness of a leader is minimized if he is a great deal more intelligent than the group he is going to lead. The students who participate in activities, which provide them with leadership possibilities, find these experiences beneficial as an aid to becoming an administrator.

A rich background of experience forms a valuable part of the competency patterns of an educational administrator. The greater the variety of experience, the more the ability of an administrator to understand and to work with a variety of people in a variety of situations. Travel, work experience at variety of levels and experience in a variety of social and civic organizations enhances many of the competencies mentioned here Campbell, Corbally, & Ramseyer (1963).

A successful and effective administrator gives due consideration to the self-respect of the individuals he is dealing with. Every administrator has to deal from time to time with behaviour that he considers being irrational. It is important to remember that everyone has a reason for doing whatever he does and that this reason
is rational to the actor. To assume that certain individual behavior occurs for no reason at all is a false assumption that in fact, is dangerous.

Bartky, (1963) was of the opinion that an educational administrator should be a multi-dimensional personality with political, scientific, professional and creative skills. He stresses the political dimensions of the educational leader because the position of the institutional head has become political. He further held that until the political pressures from different quarters were minimized the position of the educational administrators would remain purely political. According to him these characteristics may be inherent or acquired. This catalogue of characteristics was not a surety for the success or effectiveness of the supervisor rather they are helpful to this end.

Neagley, & Evans(1964) were of the opinion that the increased importance of the principal’s job had made it necessary to raise the requirements for entering the principalship. They deem the following attributes valuable in principalship:

Possessor of above-average intellectual ability, possessor of sound physical and mental health coupled with abundant energy, demonstrated ability to exercise sound mature judgment, possessor of personality that encourages other to respect his professional competence and to seek his council and assistance, an individual who derives great satisfaction from assisting others to develop their potential and who is skillful in motivating others to realize their greatest potential, demonstrated ability in democratic and effective leadership, ability to communicate effectively through the use of both written and spoken word, a sane workable, consistent philosophy of education and the ability to translate it in terms of instructional purposes, programs and procedures, ability to work well with others in a peer-group relationship.

They describe the task dimensions of educational leadership as, planning, development, management and evaluation and a third dimension of educational leadership as environment. All the dimensions of the educational leadership, according to them are closely intertwined.
As has been pointed out (Campbell et al., 1967) the principal in the administrative set up of a college was the line authority in the premises. To operate successfully he must possess certain competences.

Eye, Netzer & Krey (1971) have identified the following five characteristics of action in the literature of administration and supervision: perceptivity, autonomy, relativity, flexibility, and creativity.

Williams (1972) brought forth the following traits to be contributing towards the effectiveness of the educational leader: commitment, vision, dynamism, ability to predict, courage, intelligence, eagerness to work.

Bushnell, (1973), has felt the need of linkage of community colleges with the community so that the community may become aware of what is going on in the college and on the other hand college may assess the demands and expectations of the community. He observed that in the past the colleges were operated on the principle of strong chief executive making decisions unilaterally. It was more like a bureaucratic structure, but it does not work now.

Eckles, Carmichael, & Sarchet (1974) have summed up the following personal characteristics of the first-line supervisor: Competence to perform his job technically, initiative and drive, enjoyment of responsibility, decision making ability, emotional stability, motivation, vitality and endurance, persuasiveness, intellectual capacity, integrity and courage. The supervisor should have personal behavioral patterns that can assist him to cope with his environment on the job. These behavioural patterns include his relationship with his subordinates, higher management, other departments, unions, and technology and performance standards.

Mayhew (1974) postulated such process skills that count for the principal’s ability. These are as follows:

- Peer skills: the ability to build a network of contacts with one’s equals.
- Leadership skills: the ability to motivate the subordinates, and cope with the complications of authority, power and dependence.
➢ Conflict resolution skills: the ability to mediate conflict, handle disturbance, work under psychological stress.
➢ Information processing skills: the ability to build networks, extract and validate information, to disseminate information effectively.
➢ Skills in unstructured decision-making: the ability to redefine problems and find solutions for which information and objectives are intriguing.
➢ Resource allocation skills: the ability to decide on resource allocation, including the allocation of time.
➢ Entrepreneurial skills: the ability to take sensible decisions and implement innovations.
➢ Skills of introspection: the ability to understand the position of manager and its impact on the organization.

Lipham & Hoeh, (1974) opined that although the institutions differ in size, level, location, and a host of other variables, the principalship much that was in common with other administrative roles-particularly insofar as the basic theoretical and conceptual foundations were concerned. The principal on the job inevitably moved back and forth between foundations and functions or between theory and practice in resolving issues and making decisions.

Wiles, & Lovell, (1975, pp.298, 299) while describing the position of a principal wrote,

“Effective supervisory behaviour is not just a function of formal position but rather it is a function of many factors such as competence in area of group concern and level of esteem by fellow group members.”

They further write:

It is impossible for the person occupying the official role of ‘supervisor’ to have the availability esteem of fellow professionals, and expertise in all situations. Educational
organization is highly complex; it requires organizational
behaviour of sophisticated and specialized nature.

Fiore & Strauss (1977) observed that a dynamic leader was very concerned
with himself and his role as a manager and employee. He viewed himself as a catalyst
for the effective development and use of organizational resources. The dynamic
manager recognizes that human resources were the key to any successful enterprise.
Because he viewed others as corporate resources, the dynamic manager tended to see
them as a team member rather than as individuals. The dynamic manager saw the
organization as a complex of active, passive and defensive systems analogous to his
own.

Eble (1978) has brought to surface the following attributes of an effective
educational administrator: tact, diplomacy, and understanding of organizational
politics, statesmanship, courage, confidence, patience and compassion. According to
him, by temperament a successful administrator must be willing and able to deal with
the dirty work. Within the body of a successful educational administrator should be
the soul of a masterful file clerk, a consummate bookkeeper. Good administrators
were pretty good spies in many ways and good, too at not being branded as spies. On
the leadership in supervision they held the opinion that it is not simply a series of
competencies enacted by a person in a role.

Cribbin (1978) was of the viewpoint, that the possession of qualities or lacking
of qualities by a manager was not so important as his understanding of what kind of
behaviour and which characteristics were likely to attract and alienate the work group.
Even the most outstanding personal qualities need a suitable arena to be exercised
effectively. Mere possession of qualities is not sufficient; their manifestation in the
real life setting is of prime importance.

Johnson & Stinson, (1978) were of the opinion that managers in various
organizations have one thing in common that they work with and through people.
Different leader styles are effective in different situations. A leader who is effective in
one situation may be ineffective in other situation. But they possess some
characteristics which make them effective in different situations.
Finch, & McGough (1982) thought that the human dimensions of educational leadership are human relations expertise, creativity, commitment, flexibility, futuristic orientation, evaluation and environment. All the dimensions of the educational leadership, according to them are closely intertwined.

While expressing their view about the talents of educational leadership, MacCorkle & Archibald, (1982) were of the opinion that successful leadership blends rational management processes with political skills and shrewdness to effect change. They understood that decisions among competing interests must be reached and implemented by political processes. They furthered their opinion by saying that the leadership styles of colleges and universities must change. The charismatic leader of the forties and fifties gave way to the harder negotiator in the sixties and the compromiser in the seventies. Leaders in the eighties and onward must be statesmen in the true sense of the word, regarded as unbiased promoters of the public good.

Hodgkinson, (1983) concluded his philosophy of leadership with four maxims in which he embodied the requirements:

- Know the task
- Know the situation
- Know the follower-ship.
- Know oneself

Morris, Crowson, Porter-Gehri & Hurwits (1984) have analyzed the job of principal as one which requires situation-specific decision making site-level administration, fast reflexes, one-to-one communication skills a good memory for details, a faculty for solving problems quickly and strong legs and solid shoe leather. The skills, attitudes and characteristics pointed out by them, involved in the principal’s job are: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, range of interest, personal motivation, stress tolerance, educational values, oral communication and written communication.

They, furthering their arguments brought forth some additional attributes; which are, previous educational record, conflict management, technology of principalling- conceptual nuts and bolts of professional knowledge, codal formalities,
statutory bylaws that govern the college, self organization, capacity for growth, low profile good natured.

They further elaborated the concept of low profile good natured person as one who’s emotions are under control, strong enough to accept the derogatory remarks of subordinates and the critics of the superior and turn them into the occasions of self appraisal, willing for others to receive the credit, and has the personal warmth which enlivens every encounter.

Because the traits are not directly observable, not quantifiable in the usual statistical sense so leaderless activities, fact-finding and stress exercises and structured personal interviews should be administered to discern the qualities.

West, (1985) pointed out that adeptness in public relations is now typically a skill sought by boards of education seeking new superintendents. Superintendents in turn seek in their principals the same adeptness. An educational administrator must understand the purposes and methods of public education. He should possess basic dissatisfaction with his performance. It is likely that who is easily satisfied will be less competent in a professional career than is one who is continually seeking something better. Such a search leads to creativity, to a mind, which can envision what the ‘something better’ might be.

Finally, mere possession of competencies is not sufficient to be an effective educational administrator rather their application and the desire to be an effective educational administrator is the real thing.

Crowson & Pitner. (1986) have identified the following five characteristics for an effective leader: vision, communication and alignment, persistence, organizational learning, empowering others. They stressed the ways and means to change.

Hunsaker & Alessandra (1986) have stressed interactive and manipulative style of management. They opined that management is getting the work done through the efforts of other people. One may get short-term results by exploiting and dominating employees but one’s effectiveness and career may be jeopardized in the long run.
Hunsaker & Alessandra (1986) use an analogy to illustrate the two side of effectiveness with two wheels of a bicycle. Technical knowledge and people knowledge can be thought of as the two wheels. Technical knowledge is the back wheel, which makes the wheel go. The front wheel is the people knowledge. It steers directs and takes the back wheel power for onward motion. One can have all the back wheel expertise in the world; but if people do not cooperate one does not go anywhere. This is what ‘Interactive Management’ is all about.

In technical management, the manager is predominantly in the task instead of employee. On the other hand the interactive manager fills the role of a counselor, consultant and a problem solver. A technical manager forces compliance whereas, the interactive manager develops commitment. A technical manager is task oriented and the interactive manager is people oriented. A technical manager is inflexible and a interactive manager is adaptable. A technical manager thwarts needs and the interactive manager satisfies needs. A technical manager creates fear and tension but the interactive manager establishes trust and understanding. Hence the effective manager is both task-oriented as well as people-orient.

Amongst the interactive communication skills are: the art of questioning, power of listening, projecting the appropriate image, communicating through voice tones, using the body language effectively, spatial arrangement of things, the way one makes use of time and making sure with feedback. Self-example is also an effective way of managing people. Hence the effective administrators are very different from the non-effective ones

McPherson; Crowson &Pitner. (1986, p.224) observed:

Recent studies in a large international company have added another trait these lists--- the helicopter factor. This is the ability to rise above the particulars of a situation and perceive it in its relation to the overall environment. The helicopter factor can be likened to the difference between how the mouse and the eagle view the same country field. The effective leader is able to see the gestalt, while less effective leaders focus on the details.
Hall, Mackay, & Morgan (1986) have brought to light the following desirable factors in the effective head of an educational institution: availability, visibility, accessibility, organizer, value-based juggler, authentic helper, broker, humanist, catalyst, rationalist and politician. They draw on two sets of data: first, that which came from observing fifteen heads for a single day; and second that which came from observing four heads over a period of about a year. According to them the head of an educational institution is not a simple person rather a round personality with multitude of characteristics.

Bauck (1987) by comparing two groups of principals has found that training enhances the effectiveness of the principal. His emphasis is on one aspect only.

Grace,Busar, & Stuck(1987), have also reported comparative studies of highly effective and moderately effective principals. The outstanding principals reflect the following characteristics:

- They develop and maintain a healthy climate in which to work and learn.
- They emphasize good instruction.
- They regard personnel evaluation as an effective means of instructional improvement.
- They seek means to help their staff members grow professionally.
- They communicate effectively with staff members, students and community members.
- They exercise honesty and straightforwardness in communication rather withholding information.
- They know and accept their own strengths limitations.
- They recognize and reinforce others who do outstanding work.

Gupta. (1987) was of the opinion that an educational leader must create an atmosphere of job satisfaction for his coworkers. The conducive conditions at workplace, a feeling of trust and well being, freedom from unnecessary fear and anxiety can enhance effectiveness in any organization.

Gupta (1987) was of the opinion that only a dynamic educational administrator who has vision can make headway through the future. Static individual
or society or even a system is like a stagnant pool. The gown and town relationship is
a reality now and the principal of the college will always have to be on the alert in this
respect. He should be friendly to all but not too familiar with anybody. According to
him a college principal must be having proper IO, EQ and AQ scores. He should be
mentally sound, physically fit and educationally exemplary.

Green (1988, p.44) held that, “the ability of the generalist to make connections
to see the forest beyond the trees, is crucial to a good team leader.”

Ghiselli (quoted in Verma, 1990) administered a series of tests to measure the
five key characteristics of each individual: 1.Intelligence, 2.Supervisory ability,
that as a group, those individuals who hold management positions stand higher in
intelligence, supervisory ability, initiative, self-assurance and perceived occupational
level than do those who hold line (operative) positions.

Walker (1990), while working on competencies of effective principals, has found
the competency indicator in the skill areas of problem analysis, judgment,
organizational ability, competence for oral and written communication, decisiveness,
leadership, sensitivity, stress tolerance, motivation and creativity.

Wiles & Bondi (1991) while arguing on the politics in supervision was of the
opinion that the supervisors who can see their practice environment and adjust their
behaviour to accommodate political behaviour will be more effective.

The introduction of political activity in the educational institutions demands
that the supervisor understands this new phenomena if he or she is to function
effectively. It is vital that a supervisor looks beyond the simple organizational chart of
the organization to determine how power is really distributed within the organization.
If the status leaders are also real leaders, politics will be minimal and supervisor can
trust the official map of how things happen. If, however, the supervisor detects the
multiple sources of power and organizations that are highly competitive, there may be
unconventional ways of getting things done in the institutions.
According to Wiles & Bondi (1991) by political environment they meant a setting that is influenced by forces, more the forces acting on an institution the more political that institution. They further describe the dynamic supervisors as those who promote activities that are designed to change the programme with emphasis on discontinuity, the disruption of existing practice, and the substitution of others. To them the leadership is an approach, a way of working with people within an organization to accomplish a task. Persons in supervisory leadership roles must understand the conditions of an organization,

Smith & Andrews (1989) studied 1200 principals and found that effective principals were engaged in four areas of leadership interactions with teacher:

- As ‘resource provider’
- As ‘instructional resource’
- As ‘communicator’
- As ‘visible presence’

Owen (1992, p.145), emphasizes the training for new management and wrote, “Just as change has to be acceptable, if there is to be success in implementing it, so training for the management has to be acceptable.”

Sergiovanni (1994) has put forth five leadership forces for the creation of effectiveness and excellence:

- Technical- sound management techniques-planning, and time management, contingency leadership theories and organizational structures.
- Human-tapping the available social and human resources- improve morale, develop loyalty in subordinates, provide support and improve others’ skills.
- Educational- expert professional knowledge and understanding.
- Symbolic- focusing the attention of others on the matters of importance.
- Cultural-articulate the educational institution mission and purpose by defining, identifying and support the beliefs of the institution.

Pattanayak (1994) observed that the governmental organizations have grown enormously, their structure has become increasingly diverse and complex. So in the
wake of this expansion, more emphasis has been placed upon the importance sound management, which requires training and staff development.

Astin, & Scherrei (1995) collected data on the style of administration at forty nine colleges and universities. They also gathered information on the degree of student and faculty satisfaction and involvement at each institution. From their studies the authors were able to distinguish four principal types of college and university presidents (the bureaucrat, the intellectual, the egalitarian, and the counselor) and five major styles of administration hierarchical, humanistic, entrepreneurial, insecure, and task-oriented). When these categories are compared with student and faculty data, useful results are obtained. On the basis of this data they suggest the humanistic style of management to be most effective.

Evans, (1995) has pointed out the following traits/characteristics/attributes for the effective leaders:

- Physical traits – drive, energy, appearance and height
- Personality traits-adaptability, enthusiasm
- social traits- cooperation, interpersonal skills, such as tact, courtesy and administrative ability

Furthering his arguments he wrote that unfortunately as leaders in history have come in every shape, size and sex, it is not much surprising that not much came out of such endeavours. A major stumbling block is that not all leaders possess all the traits or qualities, which can be found in lists: worse many non-leaders possess a great many of them. In fact there is some evidence that characteristics such as initiative, dependability, feelings of responsibility, and respect for others are more the kind of behaviour that go with the role of being a leader, which can be assumed are learned on taking up the position.

Kowalski, (1996) stressed the need of political and relational skills in an educational administrator. As no academic institution can exist in isolation, so the relationship between the town and the gown is inevitable in the modern age.

Ekar (1996, p.49) has pointed out,
“If we need a good developed and organized school we need well trained and educated leadership, that can again be obtained if leaders themselves participated in a good organized education.” Thus high exposure is needed for high profile educational leaders.

As a result of a survey (Lohmus, 1996) following factors/competencies/traits/characteristics were revealed for an effective principal: knowledge, skills, experience, motivation, orientation, erudition- the wide range of knowledge understanding, affiliation, humanity, support, tolerance, ability to cooperate with other people, intuition, health- the physical, mental, and social well-being, knowledge of educational legislation, communication skills, -knowledge and skill of consulting, ability to set up aims and goals and ability and skills to compose a good team. The other ones mentioned by him are the following: knowledge of leading and development of staff, knowledge and skills of leadership, ability to create a good atmosphere for study process and work, ability to create a good atmosphere for study process and work, problem solving skills, skills of managing and organizing, knowing the local conditions and circumstances, knowing of psychology and human nature, knowledge of pedagogy, knowing of etiquettes, politeness, skills of listening, using of computer, knowledge of economics and finance.

O’Connor (quoted in Kakara, 1997) studied the positive characteristics that teachers ascribe to an effective principal. Responses from 443 teachers have been analyzed to study how an effective Principal should behave. The findings are that an effective principal should: attend national meetings pertaining to the academic and administrative aspect, have a strong interest in humanities, abide by the decision of majority when an issue is subject to vote, make a thorough study of the faculty opinion before making a decision, be well groomed and dressed, back up a teacher in his use of discipline, complement a teacher on specific work done; and encourage the teachers to use new methods of teaching.

Watson (1997) was of the opinion that there are two types of skills for success and effectiveness of the project managers; Personal skills which determine how one behaves and influences people, and technical skills which form the basis of one’s expertise. The latter are essential for doing the job; the former are the means by which one differentiates one’s performance from that of others.
Ramsden, (1998) highlighted the following qualities in an effective educational leader:

- Self-confidence, not arrogance or self-promotion.
- Vision is one of the basic qualities of an educational leader.
- An appreciation of diversity, to avoid the view that there is a single right system.
- Enjoyment of personal contacts, with staff, with students, genuine interest and warmth towards others.

Ginkel (1999) stressed the need of functional relationships outside the organization to handle the diverse and dynamic situations within the organization.

Hopfl, (1999) was of the opinion that politically the experienced people in the organizations exploit naïve persons. He has elaborated how a new accounts officer in an organization gets into trouble at the hands his colleagues, just because he was unaware of the organizational politics.

Choudhury (2000, p.34.) emphasizing the basic management training for principals writes, “Basic management training for principals for reconstructing school organizations, improved MIS and long range planning could start as a starting point for such interventions.”.

Varmani (2000) was of the opinion that organizational change can be brought about by networking.

Murphy, Hildebrandt; & Thomas, (2000) emphasized to keep the communication skill at the top in the personal attributes of the effective managers and executives. They call it the lifeblood of every organization. Their ranking of the personal qualities of the successful managers and executives is as under:

- Ability to communicate
- Ambition-drive.
- College education.
- Sound decision making skills
- Self confidence.
- Good appearance.
- Ability to get things done with and through the people.
- Capacity for hard work.

Noe (2000, p.12), says, “New technology causes change in the skill requirements and work roles and often results in redesigning the work structures.”

Bolton & Thompson (2001) refer to forty-two characteristics, which have received attention of the researchers, including; initiative & taking responsibility, honesty and integrity, orientation to clear goals, family background, education, age and work experience.

Venkataiah, (2001) has suggested the following attributes of a quality leadership:

“Vision, creativity, sensitivity, empowerment, managing change, initiative, political networking, moral integrity, inspiration, reading the situation, i.e., keeping one’ antennae up and out.”

Horne and Stedman-Jones (2001) identified the following key characteristics of leaders:

- Inspiring
- Strategic thinker
- Forward looking
- Honest
- Fair-minded
- Courageous
- Supportive

Cleveland (2002) in a different context explores leadership as a profession with eight attitudes indispensable to the management of complexity.

- A lively intellectual curiosity – everything is related to everything else.
- A genuine interest in what other people think—and why they think that way—which means you have to be at peace with yourself.
- A feeling of special responsibility for envisioning a future—different from a straight-line projection of the present.
- A hunch that most risks—are there not to be avoided but taken.
- A mindset that crises are normal—tensions are promising, complexity is a fun.
- A realization that paranoia—and self pity— are reserved for those who do not want to be leaders.
- A sense of personal responsibility— for general outcome of your effort.
- A quality I call ‘unwarranted optimism’— some more upbeat outcome than from adding up expert advice.

Swamy (2003) has pointed out that the educational system needs far-reaching changes. According to him there is absence of appropriate management and lack of academic leadership. He emphasizes the need of management with vision and horizontal and social networking.

Robbins (2003) writes that Luthans and his associates studied more than 450 managers. What they found was that all these managers engaged in four managerial activities:

- Traditional management: decision making, planning and controlling
- Communication: exchanging routine information and processing paperwork
- Human resource management: motivating, disciplining, managing conflict, staffing and training.
- Networking: socializing, politicking, and interacting with others.

According to Luthans and his associates (cited in Robbins, 2003) among the successful managers the networking played a significant role while among the effective managers communication was a key determinant.

Ruben, (2004, pp.294-297) notes that:

Regrettably, in too many institutions, there is a perception that if an individual has a Ph.D. and is an effective faculty member, he or she is
appropriately prepared to be an administrator – without recognizing that there are many unique capabilities and competencies involved.

He further observes,

How have colleges and universities identified and prepared individuals to provide the caliber of leadership required in higher education today? Ironically this has not been a matter of great attention within the academia.

Such a list is of real practical value in selecting men for promotion or transfer. It serves as a guide in making what is inevitably a complex judgment. Without it an intuitive decision in which personal likes and dislikes play a large part is apt to be used. Even a more rational decision may be guided by only one or two factors, unless care is taken to build a balanced specification list.

Tomlinson, (2004) observers that the effective educational leaders have very clear vision. They have a comprehensive picture of their educational institutions in their minds.

Singh (2004) is of the opinion that strong leader will be willing to contradict the sentiments of his subordinates and take a morally courageous stand at the risk of losing popularity. Courageous leaders risk criticism without necessarily sacrificing their effectiveness. The courage of the leader depends upon on how secure the leader feels himself. The educational leader should have the necessary courage to deal with the cultural and organizational dilemmas in the face of criticism.

He further says that in addition to the personal qualities of the educational leaders their loyalties, aspirations and connections are also significant factors for their effectiveness. Effective leadership is also partly dependent on some tactical approaches. He has to play politics to save his position. A leader’s position is enhanced to the extent he can he can maintain a wide range of external as well as internal contacts which provide him with information and a potential support.
Goodson, (2005, p.xvii) writes about the principals,

“These are the people who, above all must have their ‘fingers on the pulse’ of mission and motive. Dispassionate ‘prescriptive leadership’ is catastrophically ill-suited for the task.” Hence he recommends a passionate leadership in the educational institutions.

Arrowood (2005) conducted a study based on ISLLC standards to determine which of the fifteen traits found in literature were rated by the Indiana superintendents as most prevalent in the most effective and most ineffective principals. A glossary of the traits was provided for clarification. The superintendents believed that 13 out of 15 traits were necessary for an effective principal and 02 most prevalent taints in the effective principals, the respondents agreed were sense of humor and encouraging. There was no agreement of the respondents on the traits that their ineffective principals lacked.
2.6 A CRITICAL REVIEW OF THE SIMILAR STUDIES CONDUCTED IN PAKISTAN

This section of the thesis is an endeavour to describe some of the indigenous studies which have been carried out and are somehow related to the present study by the researcher. Briefly these are:

Ashraf (1972) has evaluated the existing supervisory practices in elementary schools in Pakistan. He found that the schools characterized with the values like setting realistic goals, establishing plans to reach set goals, serving clients with better services, orientation of members regarding their work, innovativeness, and developing outstanding employees for high quality products are more effective. This study evaluates supervisory practices in the primary schools and the respondents were the school inspectors themselves. This study emphasizes the behavioral practices. His findings were that same old supervisory system as in the British era was in vogue, authoritative attitude, corruption, lack of due respect to teachers, and lack of recognition of good work of teachers are the hallmark.

Khawaja (1993), has done an evaluation of the organizational structure of the University of the Punjab, Lahore, Pakistan. She found no internal or external machinery and mechanism for the evaluation of the performance of the university authorities.

Mehmood (1995) has studied the leadership behaviour and effectiveness of the secondary school heads in Pakistan and found that task-oriented heads are more effective as compared to the relationship-oriented heads. This study aimed at evaluating only two aspects of the school heads with respect to effectiveness in whole of Pakistan, while my study deals with the public-sector college principals’ effectiveness in Punjab only and the characteristics being evaluated are eight.

Razi (1995) made a study of the correlates of educational effectiveness at the college level. The purpose of the study was two-fold i.e., to identify the factors associated with college effectiveness and to make suggestions for the improvement of educational effectiveness at college level.
The findings of the study showed that the principals of the effective colleges in contrast to their counterparts took more interest in their colleges, gave more priority to discipline in the colleges and showed more commitment to their institutions.

Razi (1995) recommended that college effectiveness research should be continued with unabated vigour and the reform of the colleges should be based on the findings of the college effectiveness research.

Khan(1998) has evaluated the guidance and counseling programmes in the teacher training institutions of Pakistan. On the basis of the findings of his study the researcher recommended that guidance and counseling should be made compulsory and the curriculum in guidance and counseling should be revised and made practically oriented.

Khaliq (2000) has investigated the administrative problems of Boys’ higher Secondary Schools in the Punjab, Pakistan. No significant difference among the opinions of the respondents was found. All the respondents accepted the problems related to the facilities of residential accommodation, laboratories, libraries, transport and proper teaching staff and the other physical facilities. Delayed posting of principals, low and poor intake, friction among staff, lack of proper supervision, lack of cooperation from community, political pressure in the process of up-gradation, substandard co-curricular activities, difficulties in admissions to B.A and B.Sc classes and unsatisfactory instructional standards were accepted as problems by all respondents.

Ullaha, (2001) has evaluated the Management Practices of the principals of the Government Colleges in North Western Frontier Province of Pakistan using Blake & Mouton’s Management Grid. His findings are that 5,5 style is being applied in the above-mentioned colleges i.e., the principals are using middle of the road policy. They are moderately people-oriented and moderately task-oriented.

Qureshi (2002) has compared and contrasted the management systems of army Public schools and Federal Government Educational Institutions in Cantonments and Garrisons. His findings were that the management system of army public schools was
authoritarian one while the system of management prevailing in the federal government educational Institutions was democratic in nature.

Aslam (2003), has conducted a survey of the management problems of the regions of Allamah Iqbal Open University of Pakistan. His findings were that buildings in the regional offices were not available, scheduled meetings were not held on time, course related books were not available and there was acute shortage of staff in the regional offices of Allamah Iqbal Open University, Islamabad, Pakistan.

Nisa (2003) has conducted a study of Relationship among Leadership Behaviour of College Principals and their Subordinates’ job satisfaction and acceptance of leader. The study was co-relational in nature and sought to establish relationship among various variables of the study. Finding of the study indicated that the environmental factors and subordinates’ characteristics differentially affected subordinates’ outcomes relationship with the four leader behaviours.

Naureen (2003), has studied the relationship between school head’s management competencies and school effectiveness and designed an in-service Training programme for Secondary School Heads in Pakistan. She found that a significant relationship existed between management competencies of the school heads and school effectiveness All five competencies differentiated between high-effective and low-effective schools.

Ahmad (2004) has conducted a study on the instructional behaviour of principals of government colleges for elementary teachers. The major objectives of the study were checking existing instructional facilities and instructional behaviour of the principals and their role as leader, supervisor, manager and guide.

Analysis of data revealed that the principals of government colleges for elementary teachers do not facilitate their colleagues. They do not deal democratically and are not committed with the institutional goals and prog rammes.
The study recommends higher qualifications for principals for their effective leadership roles. For effective supervisory practices training is recommended for principals in different institutions like Academy of Educational Planning and Management, Islamabad. The study also recommends that a post of vice principal should be created to assist the principal in performing various duties.

Iqbal (2005) has carried out a comparative study of the Organizational Structure, Leadership Styles, and Physical Facilities of public and private schools in Punjab and their Effect on the School Effectiveness. His findings are that various shades of organizational structure are prevalent in private schools as compared to the uniform organizational structure in the Punjab. There is a wide variety of leadership styles both in the public and private schools of Punjab. The physical facilities also differ both in the public and private schools of Punjab and same is the case with effectiveness.

Gul (2005) has assessed the needs of the educational administrators at college level and developed a training model in the Punjab. The main conclusions included the deficiency of computer skills, decision-making delegation of authority, stress management, conflict management, team building, and human relations and about the principal as an instructional leader.

The respondent principals were facing the problems like insufficient budget, influence of top management, and performance targets, lack of training opportunities, lack of staff etc. The performance of the respondent principals was very low. The main recommendations of the study were to engage an agency to develop a training program for the principals in the area of skills, development of a handbook for the principals, transfer and rotation of the principals after three years and development of a performa for monthly evaluation of principals.

On the basis of the literature and findings of the study, a training model for educational administrators was developed. This training model is meant for the professional development educational administrators/ principals at the degree college level in the Punjab.
Huma (2005) has analyzed the management styles of the college principals on the famous Blake and Mouton Grid. The study revealed that the principals under study showed equal response to the college needs and those of the students and staff. It cleared showed their task-orientation and people-orientation was equal.

The study also manifested that the age and experience of the principals did not have any significant effect on the principal styles of the management.

Alam (2005) conducted an investigation for the need assessment and designing a model for professional development of educational administrators. The study was descriptive in nature and was survey based. The findings of the study were the lack of merit in the appointment of educational administrators and the undue political interference in the educational institutions. The researcher has recommended a training programme for the educational administrators.

Anwar (2005) conducted a study to evaluate the different techniques being used in administrative and academic decision making in different universities of Pakistan. According to the conclusions reached by him none of the formal decision making techniques are being used in the administrative and academic decision making in the universities of Pakistan.
2.7 INSIGHTS FROM BEHAVIORAL SCIENCES

This section of the study endeavours to examine the behavioural science theories regarding the manager/leader characteristics for effectiveness and tries to get insights from them. Briefly they are:

2.7.1 Fielder’s LPC theory

Of all contingency models of leadership, Fielder’s (1967) is undoubtedly the most thoroughly researched. It is the only contingency model that attempts to reconcile the personal trait approach with ideas of different situational requirements. The personality variable used by Fielder is called Least Preferred co-worker (LPC) and is measured by asking the leader to describe the person with whom they “could work least well”. A low LPC leader, who assigns largely negative attributes to the least preferred coworker, is seen as primarily task-motivated whereas a high LPC leader is seen as relationship-motivated. High LPC leaders tend to be successful in moderately favourable situations whereas low LPC leaders tend to be successful in either unfavorable or highly favourable situations.

2.7.2 Hersey & Blanchard’s Life Cycle Theory

Hersey-Blanchard’s (1977) Life Cycle Theory can be viewed as a contingency theory built on the Michigan and Ohio state investigations into leader behaviour. Hersey and Blanchard (1977) started with the Ohio State dimensions of consideration and initiating structure and derive four leadership styles based on combinations of these behaviours. The terms selling, telling, participating and delegating are shorthand labels applied to these four models. It should be noted that these are not different kinds of leaders as in Fielder’s model but rather different patterns of leader behaviour. The contingency aspects of the theory come about through a single environmental dimension- the maturity of the employees.

A low level of maturity among subordinates requires a telling mode (high task and low relationship) to help the group achieve the success. As the level of maturity of followers increases, the leader should increase relationship behaviour(selling) and then decrease task behaviour (participation). Finally, when the group achieves
maturity, the leader should exhibit low levels of both task and relationship behaviour (delegating).

2.7.3 House’s Path-Goal Theory

The basic idea of this theory is that the performance of subordinates is under the control of choices made by them concerning the amounts and kinds of effort that they expend on their job. The leader’s task is supplemental one—to provide whatever coaching, guidance and performance incentives not provided elsewhere by the organization. The leader makes the path to these goals easier by clearing it, reducing roadblocks and pitfalls. The leader builds confidence of the employees, as most of the tasks of academe are highly structured, complex and non-routine (House 1971).

House (1971) would argue that academic leaders should in general, exhibit directive leadership. This would include letting subordinates know what they are expected to do, giving specific guidance, asking subordinates to follow rules and procedures, scheduling and coordinating work and setting performance standards.

2.7.4 Vroom & Yetton’s Decision-Process Theory

Vroom & Yetton’s theory (1973) was limited to the single domain of leader behaviour i.e., the social process by which decisions are made. The model makes use of taxonomy of decision processes. The problem attributes are expressed in the form of a yes-no questions. At every stage by answering yes or no the path of the subordinate is determined. It eventually leads to the prescribed decision process. This model prescribes on average more participative but also more flexible and variable forms of leadership in academe.

2.7.5 The Managerial Grid, A Behavioral Theory

A graphical portrayal of a two dimensional view of leadership style has been developed by Blake, & Mouton (1964). They propose a managerial grid based on the styles of “concern for people” and “concern for production,” The grid has nine possible positions along each axis, creating 81 different positions in which the leader style may fall. The grid does not show results produced, but rather the dominating
factors in leader’s thinking in regard to getting results. Based on the findings from the research Blake and Mouton conducted, they concluded that administrators perform best under a 9,9 style as contrasted for example, with 9,1(task-oriented) or the 1,9(country club type). The 5, 5 (middle of the road) style shows adequate task efficiency and satisfactory morale are the goals of this style.

The new Managerial Grid (Blake, & Mouton, 1997) contains several completely new features. One includes the correlation of extreme managerial styles with mental and physical health. An important new highlight is on versatility rather than flexibility in dealing with managerial situations. The authors are of the opinion that different grid orientations are suited to different managerial situation

2.7.6 Theory ‘X’ & theory ‘Y’

Macgregor (1960) propounded these theories. Theory X rests on the four assumptions that may be held by the administrator:

- The average person inherently dislikes work and will avoid it whenever possible.
- Since people dislike work they must be supervised closely, directed coerced, or threatened with punishment, in order for them to put adequate effort towards the achievement of organizational objectives.
- The average worker will shirk responsibility and seek formal direction from those in charge.
- Most workers value job security above other job-related factors and have little ambition.

The administrators, who tacitly or explicitly accept the assumptions underlying this explanation of humankind, will of course use them as a guide to action in dealing with employees in the organization. Theory Y, however embraces some very different assumptions about the nature of people at work:

- If it is satisfying to them, employees will view work as natural and acceptable as play.
People at work will exercise initiative, self-direction, and self-control on the job if they are committed to the objectives of the organization.

The average person under proper conditions learns not only to accept responsibility on the job but also to seek it.

The average employee values creativity, i.e., the ability to make good decisions and seeks opportunities to be creative at work.

Administrators who tacitly or explicitly favour this explanation of the nature of human beings at work could reasonably be expected to deal with subordinates in ways that are quite different from those who hold theory X views.

Theory X and Theory Y are, obviously two different contrasting explanations of real world conditions. Those of us who tend to hold a Theory X view of people, for example will tend to believe that motivation is basically a matter of carrot and the stick; they will tend to accept readily the necessity for closed detailed supervision of subordinates. Those who hold a Theory Y view of people will tend to exhibit high levels of trust, respect, and collaborative and participative behaviour towards their employees.

**2.7.7 Big Five Personality Dimensions**

McShane & Travaglione (2003) have referred to the following ‘Big Five’ personality dimensions:

- **Conscientiousness**: i.e., careful, dependable, and self-disciplined.
- **Emotional stability**: i.e., poised, secure and calm.
- **Openness to experience**: i.e., the extent to which the people are sensitive, flexible, creative and curious.
- **Agreeableness**: This includes the traits of being courteous, good-natured, empathic and caring.
- **Extroversion**: It characterizes people who are outgoing, talkative’ sociable and assertive.
These are the core characteristics of effective leaders /managers that have been held up as accounting for personality in many analyses over the years and even across cultures.

2.7.8 The Gamesman Personality

Luthans (1981) has written about a Washington psychologist Michael Maccoby who published a book ‘The Gamesman’ who concluded from his work that there were four dominant personality types in today’s successful organizations. He labeled these personalities as the craftsman, the jungle fighter, the company man, and the gamesman. The craftsman is concerned with his or her technical specialty and a high quality job. Maccoby points out that, unfortunately the craftsman is too concerned with details to have a total organizational perspective. The jungle fighter’s personality is very aggressive; such people will attempt to succeed at any cost and will openly attack anyone who keeps them away from attaining goals. Company men attempt to be very conservative and will protect themselves and the company at all costs. This sort of individual does not have risk-taking personality and will hurt the organization in the long run through missed opportunities. The gamesman, according to Maccoby, is the ideal person to run an organization. He or she balances the risk taking with security. The gamesman likes to assume responsibility and to take calculated risk, and has a winning mentality.

2.7.9 Machiavellian Personality

Sauleya and Bedeian (cited in McShane & Travaglione, 2003) are of the opinion that some people have strong Machiavellian values, suggested by the sixteenth-century Italian philosopher, Niccolo Machiavelli, who wrote ‘The Prince’ a famous treatise about political behavior. According to Sauleya and Bedeian, people with high Machiavellian values are comfortable with getting more than what they deserve, and believe that deceit is natural and acceptable way to achieve this goal. They seldom trust colleagues and tend to use cruder influence tactics, such as bypassing their boss or being assertive to get their own way.
2.7.10 Transactional, Transformational, Charismatic Leadership

McShane & Travaglione (2003) has mentioned about three type of personalities with their characteristics for various situations in the organizations.

Transactional leadership helps organizations to achieve their current objectives more efficiently, such as by linking job performance to valued rewards and ensuring that employees have the resources needed to get the job done.” (McShane & Travaglione, 2003, p.479).

Transformational leadership is a leadership perspective that explains how leaders change teams or organizations by creating, communicating and modeling a vision for the organization or work unit, and inspiring employees to strive for the vision.” (McShane & Travaglione, 2003, p.478):

A few writers use the terms charismatic leadership and transformational leadership interchangeably, as if they have the same meanings. However, charismatic leadership differs from transformational leadership. Charisma is a form of interpersonal attraction whereby followers develop a respect for, and a trust in, the charismatic individual. Charismatic leadership therefore extends beyond behaviours to traits that provide referent power over followers.” (McShane & Travaglione, 2003, p.480).

It is the particular situation that warrants the type of personality which is effective for that situation, an hardly any personality is equally effective in all situations.

2.7.11 Type-A & Type-B Personalities

Punia, (2004) has listed two types of personality factors, ‘Type-A’ personality factor and ‘Type-B’ personality factor. People who are impatient, aggressive and highly competitive are termed to be governed by ‘Type-A’ factor. They are generally
more productive and hardworking but their impatience makes them poor team players and are more irritable with poor interpersonal judgment. But those who are much easy going, laid-back and non-competitive are with more amount of ‘Type-B’ personality trait. They work better on complex tasks involving judgment and accuracy instead of speed and hard work.

2.8 CONTINGENCY THEORIES AND THE PRACTICE OF LEADERSHIP IN ACADEME

Vroom and Yetton (1973) describe several attributes but prescribe on average more participative but also more flexible and variable forms of leadership in academe.

Hersey & Blanchard (1977) would call for relatively low levels of task behaviour and even of relationship behavior. The appropriate styles are termed delegating and participating with a minimum of telling and selling.

The theories differ in many ways but share an assumption that leader effectiveness is a function of an appropriate matching of leader behaviours and attributes and explicitly defined situational variables.

Vroom (1984) after examining the four contingency theories was of the opinion that these theories show marked differences among them in the amount and kind of advice they would provide to leaders in the academe.

According to him Fielder (2002) would urge the appointment of an educational institution head with low Least Preferred co-worker (LPC) scores. Such persons would be oriented towards the task to be done and not to the feelings of others. In the relatively unfavourable situation of the academe such leaders would do what is necessary by controlling the group and driving them to complete the job.

House’s (2002) path-goal theory painted a similar picture of the effective institutional head. The complex, non-routine and challenging tasks call for a high level of initiating structures i.e., coaching, guiding and deadline setting.

Fidler, (2002) has pointed four leadership styles along with their followership styles as:
➤ A strong leader produce dependent followership
➤ A leader who needs to be pleased will produce courtiers
➤ A captain will produce team members
➤ A coordinator will produce independent operators.

According to him there has been a long-standing tradition in England of associating headmasters and headmistresses with a strong moral stance. Educational leadership according to him should be proactive instead of reactive one.
2.9 RECENT SCHOLARLY RESEARCH ARTICLES ON THE SPECIFIED TOPIC

The following are some of the recent scholarly articles on the given topic.

Marcoux, Brown, Irby & Lara-Alecio (2003) have conducted a case study to examine the principal evaluation portfolio process as it impacted: leadership effectiveness, and the reflective practice of the principal.

DeFina (1992) lists the following assumptions about portfolio assessment: “Portfolio collections may include input by teachers, parents, peers, and school administrators.” One of the four research questions guided this study

Marcoux, Brown, Irby & Lara-Alecio (2003) was:

- How has the principal portfolio evaluation process impacted leadership effectiveness?

The study revealed that the principal portfolio process supports reflection, which, in turn, assists the principal with improving their own performance and leadership practices to improve student achievement and teacher effectiveness. Self-assessment becomes an integral part of the principal’s day, therefore motivating the principal to seek out new understandings regarding situations that arise.

Because the principal is constantly reflecting on situations and decision-making, student achievement improves. In addition, through the portfolio process, principals are modeling reflection and improved practice to the teachers. The process helped to document actions at the campus level and gave principals a way to showcase the campus. Principals were more visible and took notice of individual teacher activities.

Burton, Brundrett, and Yeung (2003) as a result of a study carried out at Ying Wa (literally meaning ‘Anglo-Chinese’) College, which is a long-established boys’ school in Hong Kong. The intention of the study outlined in this paper was to understand the relationship between perceptions of senior staff and key stakeholders in relation to the impact of principal leadership and the overall effectiveness of the school. The principal, his deputies, the school supervisor, and the chairman of the teacher and parent association along with a sample of teachers, were interviewed as part of a year-long study. Findings suggest that it was perceived that the principal does have a direct impact on the effectiveness of the school but a desire for increased
autonomy by other members of the senior management team was evident as part of a
desire to systematize key processes throughout the school and in order to build
leadership capacity. It is argued that such findings are particularly notable in the
specific cultural context of South-East Asia.

This study indicates much about the relevance of cultural context both for
research approach and the importation of leadership theory from different cultural
contexts. An examination of data in terms of examination results and esteem
indicators in the local community indicate that Ying Wa College, and therefore its
principal, must be acknowledged as being highly successful. This was abundantly
evident in the data derived from all research tools and the esteem in which its
principal is held is undoubted. Notably the employment of a ‘blended approach’ in
research produced more interesting, and to some extend contrasting, data than would
have the employment of a quantitative approach alone. Yet, as indicated at the start of
this study, this latter approach has been more common in studies of East Asian
schools. Furthermore, interesting questions are raised about the complexity of
succession management and leadership capacity building in the context of
traditionally deferential and hierarchical societies, even where they have a long
established relationship with the, purportedly, more collegial and increasingly flat
management structures inherent in Western cultures.

Clark (2005) while describing the leadership traits has listed courage, strong
vision, honesty, forward looking, inspiring, intelligent, fair-minded, straight-forward
and imaginative, Clark (2005) lists the following 23 traits of character for the U.S
Army leadership which are: bearing, confidence, courage, integrity, decisiveness,
justice, endurance, tact, initiative, coolness, maturity, improvement, will,
assertiveness, candor, sense of humor, competence, commitment, creativity, self-
discipline, humility, flexibility, empathy/Compassion.” Further in the perspectives of
character and traits, Clark (2005) introduces traits justice, judgment, dependability,
initiative, decisiveness, tact, integrity, enthusiasm, bearing, unselfishness, courage,
knowledge, loyalty, and endurance,

Stronge (2006) conducted a study on educational policy, planning, and
leadership area at the College of William and Mary in Williamsburg, Virginia school
districts located in a Mid-Atlantic state in the United States. The purposes of that study were to:

(a) Determine the degrees of emphasis that are placed on leadership and management behaviors expected of school principals,

(b) Explore the congruence of principal evaluation instruments to instructional leadership and management attributes, and

(c) Explore the congruence of principal evaluation instruments with state and professional standards.

Findings revealed school districts focused on instructional leadership, organizational management, and community relations as responsibilities for school principals. Principal evaluation instruments reflected common expectations for principals among school districts and state and professional standards.

Zarandona (2006) has conducted a study and showed that the effective principle has to be either an instructional leader or a transformational leader.

In recent years extensive research has focused on what qualities make for an effective leader and how those qualities can improve an individual school community. No two researchers came up with the same model but the research carried with it an underlying idea that for an educational institution, to be effective, the principle has to be either an instructional leader or a transformational leader.

In conclusion, the two popular ideals of principle leadership are drastically different. The instructional leader is one who is continually assessing teachers and coaching them to become better, placing a greater emphasis on individual staff development and collective staff development. While the transformational leader is one who will change the culture of school leadership by placing a greater importance on collective governance and increasing administrative duties for experienced teachers. The research did not take into affect outside variables that could affect the success or failure of a principle, such as, community standards, critical needs of school, rural vs. non rural, educational attainment of parents, certified teachers, resources for special needs, an arts program, and the list can go on. Zarandona (2006) personally believed that no diagram or definition can clearly encompass all
aspects of a successful principle. There are too many variables that lead into a schools success or failure and therefore a principle’s success or failure. Zarandona (2006) believed that only two qualities that matter for a principle are:

- The ability to implement a plan of continual staff development
- The ability to assess, train and improve individual teachers

The research found was not drastically different in this regard because both styles of leadership place an emphasis on individual and collective staff development.

White (2006), describes the helicopter perspective of a leader and opines that it relates to the idea of a helicopter, when you look out, you can see in all directions. Similarly leaders can see events, crises and challenges, in the larger context. They draw on the lessons of the past to inform the present. And while looking toward the future, they keep the core principles of the organization--mission, service, vision--firmly in view. Without this perspective, it would be easy to repeat the mistakes of the past, or fail to preserve the values that have shaped the organization.
2.10 SYNOPTIC REVIEW OF VARIABLES

From the synoptic review of literature, and from the interviews with the experts of the educational management, the academicians, veterans of this field and keeping in view the present circumstances in the educational institutions in the Punjab, the following most important and recurrent independent variables have surfaced up, which affect the effectiveness of the colleges:

- Vision
- Integrity
- Political Networking
- Courage
- Initiative
- Training
- Exposure
- Dynamism

Teddle (2000) was of the view that any framework for effectiveness for some organization, which is framed after deep deliberations of the experts of that field is commonly acceptable.
2.11 FOCUSED AND CLASSIFIED REVIEW OF THE RECURRENT INDEPENDENT VARIABLES

The focused review of the recurrent independent variables is given in the following:

2.11.1 Vision and effectiveness

Vision of educational administrator/ principal and the effectiveness of the institution / college are interlinked. The following authors have commented about this relationship:

Williams (1972) has brought forth the some contributing characteristics towards the effectiveness of the educational leader which are: Commitment, vision, ability to predict, intelligence and eagerness to work.

Macpherson, Cresson & Pitner. (1986) have identified the following characteristics for an effective educational leader.

- Vision.
- Communication and alignment.
- Persistence.
- Organizational learning the ways and means to change
- Empowering others.

Gupta. (1987) was of the opinion that only an educational administrator who has vision can make headway through the future. Static individual or society or even a system is like a stagnant pool. The gown and town relationship is a reality now and the principal of the college will always have to be on the alert in this respect. He should be friendly to all but not too familiar with anybody.

For Guthrie (1990), successful modern leaders repeatedly exhibit important characteristics and engage in common activities. These are:

- Possess a vision of the organization with which they are connected.
- Know how to motivate and inspire with whom they work.
They have Strategic orientation and understand the major operational levers, which can be employed to change and control an organization’s course.

They are intensely sensitive to and continually reflect the interaction of external environmental conditions and internal organizational dynamics.

Starratt (1995) emphasizes the importance of vision and proposes that curriculum, staffing, evaluation and budget must feel the imprint of vision or it will gradually lose credibility.

According to Ramsden (1998) an effective educational leader, apart from, self confidence, appreciation for diversity, and good personal relations with staff and students, genuine interest and warmth towards others has the vision. He is not arrogant and self promoting. He does not believe in the single right system.

Swamy (2003) has pointed out that the educational system needs far-reaching changes. According to him there is absence of appropriate management and lack of academic leadership. He emphasizes the need of management with vision and horizontal and social networking.

Tomlinson (2004) observers that the effective educational leaders have very clear vision. They have a comprehensive picture of their educational institutions in their minds.

Ruben (2004) is of the opinion that the educational administrators need vision to have: perspective to see, insight to inspire leadership, images to visualize change and spirit to guide the transformation in an educational setting. A visionary principal can move people to endure challenges and work through tough times with courage.

It is obvious from the above cited literature and the viewpoint of different authorities that vision of the administrator in any perspective plays significant role toward the effectiveness of the organization.
2.11.2 Integrity and Effectiveness

Integrity of an administrator gives him high moral ground, necessary for effectiveness. It builds confidence and trust for the administrator amongst his colleagues and subordinates.

Macgregor (1960) while describing the human side of the organization describes grace, keen vision, consistency, reliability, and congruity necessary for an effective organizational leader. One of his premises. (Macgregor 1960) is that a man may have excellent management skill but may not trusted to be followed because he lacks integrity. He may have followers, but they may not be willing followers. He describes three ingredients that encompass effective leadership which are:

- **Vision:** Where one wants to go and how to get there.
- **Passion:** loving what is done and loving doing it.
- **Integrity:** it is ‘know thyself concept.’

According to Campbell, Corbally, & Ramseyer (1963) a competency is a contributing factor in the effective administrator behaviour. They have treated the administration and leadership as synonymous terms. The successful administrator should have a balance of many of the competencies. A person who is an exceptional administrator in one situation may be a failure in another situation. So every situation requires a different set of competencies. Physical health, intelligence in keeping with the group one is leading, a balance between the introversion and extroversion, adaptability and originality, initiative, persistence, ambition, observation sense of good judgment, dominance, sense of humour, an excellent character, honesty, integrity, tact, loyalty and morality. To him the integrity cannot be compromised.

Eckles, Carmichael, & Sarchet (1974) have summed the following personal characteristics of the first-line supervisor:

- Competence to perform his job technically
- Initiative and drive
- Enjoyment of responsibility
- Decision making ability
- Emotional stability
- Motivation
- Vitality and endurance
- Persuasiveness
- Intellectual capacity and integrity.

According to Bennis (1989) effective leaders must be able to deal with different personalities. He classifies people into two categories, right-brained people and left-brained people. To him the right-brained people are identifiable as intuitive, conceptual and artistic, while left-brained people are logical, analytical and have technical backgrounds. He thinks that an effective leader must be whole-brained i.e., he is a good accountant and a good researcher. But on the top, he places integrity, necessary for trust building.

Kalra (1997) mentions some striking characteristics of a college principal. The most significant of these are interpersonal skills and communication, ability to lead influence and motivate people, strong commitment to integrity, and the ability to manage the college’s workforce both academic and non-academic. A person with innovative, flexible and responsive attitude towards college affairs is recommended. Integrity is of paramount importance as it gives the authority to lead and have the trust of those to be lead. The effective principals inevitably possess the virtue of integrity.

Kalra, (1997) conducted a study into the competencies of principals for efficient management of senior secondary schools and reported the following characteristics cherished by the principals: commitment, cooperation, punctuality, patience, watchfulness, Integrity and fairness.

Sergiovanni (1994) is of the view that the relationship whatsoever is based on mutual trust and confidence, and the basic requirement for this trust is integrity. Integrity has the high influence value. He thinks that integrity stands on the list of those characteristics which enhance effectiveness.

Integrity increases credibility. So the integrity is also one of the contributing factor towards the effectiveness of the administrator/organization.
2.11. 3 Political-networking and effectiveness

No organization exists in isolation. It is manned by human beings and surrounded by human beings. The organizations are politicized internally and externally. The leaders/managers have to survive within this politicized situation. To counteract the political pressures externally and to offset the pressure of internal groups the organizational managers must themselves be politically networked. The subsequent literature highlights the importance and need of this skill.

Katz (1955) has suggested three classes of skills—human, conceptual, and technical. Some of the skills of supervision, which might be classified accordingly are, human Skills, empathizing, interviewing, observing, leading discussions, reflecting ideas & feelings, participation in discussions and role-playing.

Bartky, (1963) is of the opinion that an educational administrator should be a multi-dimensional personality with political, scientific, professional and creative skills. He stresses the political dimensions of the educational leader because the position of the institutional head has become political. He further holds that until the political pressures from different quarters are minimized the position of the educational administrators will remain purely political.

Eble (1978) has brought to surface the following attributes of an effective educational administrator: tact, diplomacy, and understanding of organizational politics, statesmanship, confidence, Patience and compassion. According to him, by temperament a successful administrator must be willing and able to deal with the dirty work. Within the body of a successful educational administrator should be the soul of a masterful file clerk, a consummate bookkeeper. Good administrators are pretty good spies in many ways and good, too at not being branded as spies.

According to Wiles & Bondi (1991), by political environment they mean a setting that is influenced by forces more the forces acting on an institution the more political that institution. They further describe the dynamic supervisors as those who promote activities that are designed to change the programme with emphasis on discontinuity, the disruption of existing practice, and the substitution of others.
Wiles & Bondi (1991) while arguing on the politics in supervision is of the opinion that the supervisors who can see their practice environment and adjust their behaviour to accommodate political behaviour will be more effective.

Finch, & McGough (1982) describe the human dimensions of educational leadership as under:

- Human relations expertise
- Creativity
- Commitment
- Flexibility
- Futuristic orientation

MacCorkle & Archibald, (1982) were of the opinion that successful leadership blended rational management processes with political skills and shrewdness to effect change. They understood that decisions among competing interests must be reached and implemented by political processes.

West (1985) pointed out that adeptness in public relations is now typically a skill sought by boards of education seeking new superintendents. Superintendents in turn seek in their principals the same adeptness.

Hunsaker & Alessandra (1986) used an analogy to illustrate the two side of effectiveness with two wheels of a bicycle. Technical knowledge and people knowledge can be thought of as the two wheels. Technical knowledge is the back wheel, which makes the wheel go. The front wheel is the people knowledge. It steers directs and takes the back wheel power for onward motion. One can have all the back wheel expertise in the world; but if people do not cooperate one does not go anywhere. This is what ‘Interactive Management’ is all about.

According to Bennis (1989) effective leaders must be able to deal with different personalities. He classifies people into two categories, right-brained people and left-brained people. To him the right-brained-people are identifiable as intuitive, conceptual and artistic, while left –brained people are logical, analytical and have technical backgrounds. He thinks that en effective leader must be whole-brained i.e.,
he is a good accountant and a good researcher. But on the top, he places integrity, necessary for trust building.

Sergiovanni (1994) was of the view that the relationship whatsoever is based on mutual trust and confidence, and the basic requirement for this trust is integrity. Integrity has the high influence value. He thinks that integrity stands on the list of those characteristics which enhance effectiveness. Integrity increases credibility.

Astin & Scherrei (1995) were of the view that a college principal should be the chief clerk, chief educationist and the best politician who understands every move. He must be connected to the staff and the town outside the college.

Evans, (1995) had pointed out the following traits/characteristics/attributes for the effective leaders:

- Physical traits – drive, energy, appearance and height
- Personality traits-adaptability, enthusiasm
- Social traits- cooperation, interpersonal skills, such as tact, courtesy and administrative ability

Kowalski, (1996) stressed the need of political and relational skills in an educational administrator. As no academic institution can exist in isolation, so the relationship between the town and the gown is inevitable in the modern age.

Watson (1997) was of the opinion that there are two types of skills for success and effectiveness of the project managers; (1) Personal Skills, those skills which determine how one behaves and influences people, and technical skills which form the basis of one’s expertise. The latter are essential for doing the job; the former are the means by which one differentiates one’s performance from that of others.

Hopfl, (1999) was of the opinion that politically the experienced people in the organizations exploit naïve persons. He has elaborated how a new accounts officer in an organization gets into trouble at the hands his colleagues, just because he was unaware of the organizational politics.
Hopfl (1999) thought that a good manager anywhere should maintain and strengthen community relationships. He should be good human relations manager. He should be expert of community involvement and also a good team builder and operator.

Ginkel (1999) stressed the need of functional relationships outside the organization to handle the diverse and dynamic situations within the organization.

Varmani (2000) was of the opinion that organizational change can be brought about by networking. While expressing their view about the talents of educational leadership,

Varmani (2000) is of the opinion that organizational change can be brought about by networking.

McShane & Travaglione, (2003, p.415) held the following opinion regarding political networking, “It is not what you know, but who you know that counts.” This often-heard statement reflects the philosophy behind another political tactic known as networking—cultivating social relationships with others to accomplish one’s goals. Networking is an important political practice. Any leader or manager in any organization has to face the phenomena of organizational politics.

Swamy (2003) pointed out that the educational system needs far-reaching changes. According to him there is absence of appropriate management and lack of academic leadership. He emphasizes the need of management with vision and horizontal, and social networking.

Coleman, (cited in Ruben, 2004) observed that emotional intelligence (EQ), a set of personal and interpersonal competencies is particularly good predictor of leadership effectiveness. Emotional intelligence consists of personal competences (self-awareness, self-regulation, and motivation) and social competencies (empathy and social skills) all of which are critical to working effectively with colleagues and external constituencies and hence to success to leadership roles. Coleman offers a description of these EQ competencies and their importance in effective leadership roles:
• Self-awareness: It is the ability to recognize and understand one’s own moods, emotions, and drives, and their effects on others; essential for effective leadership and realistic self-assessment.

• Self-regulation: the capacity to control one’s impulses and moods, and to think before taking action; contributes to leader integrity and trustworthiness, dealing with ambiguity and openness to change.

• Motivation: A passion for one’s work and a propensity to energetically and persistently pursue goals; contributes to leader’s drive for achievement, commitment and optimism.

• Empathy: the capacity to understand others’ emotions and reactions; essential for leader efforts to form effective relationships with staff, colleagues, and clients relate effectively with individuals with diverse cultural backgrounds, and develop and retain talented colleagues.

• Social skills: Competency in building and maintaining interpersonal networks, establishing rapport, and creating common ground; important for persuasiveness, effectiveness in leading change, and creating and leading groups and teams.

The introduction of political activity in the educational institutions demands that the supervisor understands this new phenomena if he or she is to function effectively. It is vital that a supervisor looks beyond the simple organizational chart of the organization to determine how power is really distributed within the organization. If the status leaders are also real leaders, politics will be minimal and supervisor can trust the official map of how things happen. If, however, the supervisor detects the multiple sources of power and organizations that are highly competitive, there may be unconventional ways of getting things done in the institutions.

2.11.4 Courage and Effectiveness

As it is said gun is important but the man behind the gun more important. When an American president was asked about some most desirable characteristics of an American president, his answer was courage and confidence. Courage is needed to make hard decisions. This is how some authors have expressed their views as regards
the characteristic of courage in an educational administrator including the college principals.

Dunnete (1976) considered that effective principal should be equipped with good communication skills, ability to act boldly, strategic intelligence, capability of team building and knowledge of educational legislation in addition to his maximum visibility in the college campus.

Eble (1978) has brought to surface the following attributes of an effective educational administrator: tact, diplomacy, statesmanship Courage, confidence, Patience and compassion. According to him, by temperament a successful administrator must be willing and able to deal with the dirty work. Within the body of a successful educational administrator should be the soul of a masterful file clerk, a consummate bookkeeper. Good administrators are pretty good spies in many ways and good, too at not being branded.

Wolotkiewicz, Rita J. (1980) observed that discipline is number one concern in any educational institution. Without discipline little teaching or learning can take place so the principals must have courage to take stand where necessary. They should have courage to make decisions in the normal course of college matters and subsequently to implement these decisions.

Bennet (1993) made a wide-ranging review of investigations, subjective opinions, and objective studies of the subject, and has presented the following list of qualities of effective educational executives: health and energy, ability to assume and delegate authority, drive, courage and forcefulness, open-mindedness and perseverance, organizing ability, ability to analyze and evaluate, social sensitiveness, interest and industry, ability to judge people, ability to operate, technical knowledge, leadership and ability to make decision,

Horne and Jones, (2001) identified the following key characteristics of leaders:

- Inspiring
- strategic thinker
- forward looking
- honest
- fair-minded
- courageous
- supportive
- knowledgeable

Singh (2004) was of the opinion that strong leader will be willing to contradict the sentiments of his subordinates and take a morally courageous stand at the risk of losing popularity. Courageous leaders risk criticism without necessarily sacrificing their effectiveness.

The courage of the leader depends upon on how secure the leader feels himself. The educational leader should have the necessary courage to deal with the cultural and organizational dilemmas in the face of criticism.

### 2.11.5 Initiative and effectiveness

Timely action can save any situation. As ‘3Ds’ in sociology are important i.e., 1-Denial of the problem, 2- Delay in accepting the problem can lead to 3-Death or Devastation. A stitch in time saves nine. Start up time or reaction time counts while dealing with the subtle problems and situation. Different authors have the following viewpoints in this connection, regarding the effectiveness of the educational administrators;

The following social personality attributes (Campbell et al., 1963) have been brought to light for a successful and effective educational administrator: balance, adaptability, originality, initiative, persistence, and ambition, even disposition, self-confidence, sociability, personal cleanliness and neatness.

Karol & Gainsberg (1980) thought that an effective principal a charismatic leader, one who leads by bringing out the best in the institution. He is innovative strong disciplinarian with vision and initiative, one who also possesses a strong sense of morality. He commands the respect of those who work with him.

According to Dennison & Shenton (1987) the effective college principals provided risk-free environment, and made the quality instructions focus of their jobs. They were full of energy and initiative for attaining the college goals. They provided
and generated opportunities for their staff to grow professionally. They were open and honest and treat the staff tenderly.

Ghiselli (quoted in Verma, 1990) administered a series of tests to measure the five key characteristics of each individual:

- Intelligence,
- Supervisory ability,
- Initiative and Drive
- Self-assurance, and
- Perceived occupational level.

Ghiselli (quoted in Verma, 1990) concluded that as a group, those individuals who hold management positions stand higher in intelligence, supervisory ability, initiative, self-assurance and perceived occupational level than do those who hold line (operative) positions. Thus the importance of initiative cannot be neglected.

The three spheres of effective principals identified by Cohen (1994) are; interpersonal relations, operational style and characteristics of the principals. Among the personal characteristic of the effective principals, initiative stands on the top. The effective principals take active part in the maintenance of academic standards and in improvement of the educational institution at large.

Subudhi (1995) attached great weight to behavior patterns and conditions bearing on the effectiveness of the college principals including initiative. According to him, consistency, resilience, participative management, inspirational and motivational leading style and situational influences also play significant role in the effectiveness of the college principals.

Choudhury (2000) opined that head of an educational institution should realize what needs to be done in time, initiate actions promptly; should not keep on pending the institutional affairs till the last moment. He is a multi-track person with the ability to handle more than one project simultaneously.
In the light of the above cited literature it is evident that an educational leader with initiative is more effective in an organizational setting as compared to the one with none.

2.11.6 Training and Effectiveness

Bauck (1987) by comparing two groups of principals has found that training enhances the effectiveness of the principal.

Malik (1991, p.127) emphasizing the need of training said:

Although the individuals are trained during initial training period to work as efficient members of the set-up but some cases of undertrained or overqualified individuals do create man-position mis-match situations. Sundry causes start operating even before the individual starts working in an establishment namely unrealized training objectives and less objective training evaluation. Job requirements may change and necessitate new training.

Thus training is of vital importance for job performance and attaining the organizational goals. Its significance cannot be understated.

Walklin (1991) discussing the importance of training says that in order to be competent, a person must have the ability to successfully perform occupational work or work related activities and to demonstrate the skills, knowledge and understanding that enhance effectiveness.

Owen(1992, p.145), emphasizes the training for new management and writes, “Just as change has to be acceptable, if there is to be success in implementing it, so training for the management has to be acceptable.”

Pattanayak (1994), observed that the governmental organizations have grown enormously their structure has become increasingly diverse and complex. So in the wake of this expansion, more emphasis has been placed upon the importance sound management, which requires training and staff development.
Dale and Iles (1995) put the need for training as the requirement for acquiring fresh set of skills, which will enable them to assume their new roles effectively.

Watson (1997) is of the opinion that there are two types of skills for success and effectiveness of the project managers; Personal Skills, those skills which determine how one behaves and influences people, and technical skills which form the basis of one’s expertise.

According to Iqbal (1999) training is a process of growth, achieved through instruction, discussion or drill. It is instrumental in the achievement of organizational effectiveness and the individual development.

According to Griffin (2000) training refers to teaching operational or technical employees how to do the job for which they are hired. There may various levels training in the diversified fields depending upon the position of the employees.

Rue and Bayers (2000) describe that training involves acquiring skills or learning concepts to increase the employees’ performance.

Noe (2000, p.12), says,

“New technology causes change in the skill requirements and work roles and often results in redesigning the work structures.”

Choudhury (2000, p.34.) emphasizing the basic management training for principals writes,

“Basic management training for principals for reconstructing school organizations, improved MIS and long range planning could start as a starting point for such interventions.

AEPAM (2004) has emphasized the need of training for college principals for enhancing their effectiveness. Various training programmes arranged for the college principals is an endeavour in this direction.

Mangla (1995) signified the prime importance of training and opines that training enhances the proficiencies of the educational leaders. Trained principals are
out performers as compared to the novice ones, as the principal’s role involves the real situations.

Katz (1955) while discussing the effective principals focused on the knowledge and skills required by principals. He emphasizes on the need of training for the personal and professional development of principals. According to him, once a candidate is selected as a principal, his continuous training and evaluation is a must for his effectiveness, as a principal cannot depend on static knowledge and skill or past reputation for excellence to guide the institution in the new world.

So the significance of the training cannot be underestimated or ignored so far as the effectiveness of an administrator is concerned.

### 2.11.7 Exposure and Effectiveness

It is the act of subjecting someone to an influencing experience, meaning thereby that the exposure of any person enriches his or experience depending upon the situation to which the person was exposed. High exposure enhances the experience in such a way that it in turn enhances organizational effectiveness.

Hillway (1973) valued the past exposure of the educational administrator and ranks it very high in the subsequent effectiveness of the educational administrator. To him it enhances the vision of the administrator and reshapes his preferences. The educational administrators with the exposure of bigger institutions are mentally broad and with better mind set. He considers them fortunate who had a chance to work with better teams.

Gupta (1987) advocated the diversified exposure compulsory for the effective educational administrators. Dedication to duty, serenity, tranquility, composure, understanding, innovativeness, inspirational and motivational attitude and knowledge of human psychology are some of the other characteristics pointed out by him.

Murphy (1992) held that more than 90 percent of all administrator credential programs require an internship experience of some kind.

Denison (1993) held that the exposure of the administrators to the better culture can inculcate positive attributes, change priorities; enhance their overall skill level and working styles resulting in the effective organizations.
Mangla (1995) treated prior experience and exposure as synonymous. He thought experience changed the mental perspective of an educational administrator. The systematic interactions with the high-rankring educational leaders can foster their capability and help them expand their roles and programmes.

According to Kolb & Boyatzis (1999) there was a lot of research that suggests the people learn best when exposed the real life situation of high degree in which the application of skills is required. Studies on experimental learning show that exposure to concrete elements of real world practice can increase an educational leader's ability to contemplate, analyse, and systematically plan strategies for action.

Daresh (2001) opined that strong internships and exposure to real life situations provide the candidates with an extended opportunity to grapple with the day to day demands of the educational administrators under the supervision of an expert.

Baugh(2003), was of the view that professional internships in the fields of medicine, engineering and educational administration are desirable for the exposure to the real life situations.

It is a generally accepted notion that administrators with varied experience and high exposure, who had a chance to work in big organizations are better equipped to work effectively in the organizations.

**2.11.8 Dynamism and Effectiveness**

The world is constantly changing so are the institutions and the environment in which the institutions are submerged therefore the administrators must also be dynamic to cope with the changing world.

Williams (1972) has brought forth the following traits to be contributing towards the effectiveness of the educational leader: Commitment, vision, dynamism, ability to predict, courage, intelligence, eagerness to work.

Fiore & Strauss (1977) observed that a dynamic leader is very concerned with himself and his role as a manager and employee. He views himself as a catalyst for the effective development and use of organizational resources. The dynamic manager recognizes that human resources are the key to any successful enterprise. Because he views others as corporate resources, the dynamic manager tends to see them as a team member rather than as individuals. The dynamic manager sees the organization as a complex of active, passive and defensive systems analogous to his own.
Gupta (1987) was of the opinion that only a dynamic educational administrator who has vision can make headway through the future. Static individual or society or even a system is like a stagnant pool. The gown and town relationship is a reality now and the principal of the college will always have to be on the alert in this respect. He should be friendly to all but not too familiar with anybody.

Bush (2003) thought that the principals must be disciplined, open, truthful, visible, pleasant-natured, energetic, enthusiastic, professionally competent with optimum availability in the campus and ever ready to solve the institutional problems.

Bell (2003) was of the opinion that an assessment of the performance of an institutional head is his willingness and accessibility to discuss and resolve the instructional matters. The other characteristics he mentions, expected out of an effective college principal are good communication, experience, emotional stability and people-orientation.

Singh (2004) expected following characteristics in an academic leader of an institution: Confidence

- Determination
- Commitment
- Dynamism

While emphasizing dynamism, Singh is of the view that a dynamic leader does not lose useful opportunities regarding the pursuit of institutional goals and can move the institution forward.

Zarandona (2006) emphasized dynamism in the educational institutions and suggests that the principal of a healthy educational institution should preferably be a dynamic leader. To him a dilapidated and depreciated person is in no way capable of performing his duties effectively. To him a physical wreck is good for nothing.

It can be inferred from the above discussion that an active, vibrant and energetic administrator is undoubtedly more effective as compared to the otherwise.
2.12 COLLEGE MANAGEMENT EVALUATION

Before discussing college management evaluation it is worthwhile to define evaluation.

2.12.1 Evaluation

Arif (1997, p.263), puts it in this way:

Evaluation is a process through which a decision or value judgment is made from a variety of observations. Evaluation often uses test but also obtains evidence in other ways such as interviews, questionnaires, and anecdotal records to provide information to decision makers in education.

2.12.2 College Management Evaluation

MacCorkle, & Archibald(1982) write about determining the strengths and weaknesses of an institution that more thorough the review strengths and weaknesses, the more realistic, and therefore useful, planning will be in serving administrators, faculty and staff as they work to implement objectives.

Administrators of all colleges and universities periodically review the strong and weak points of academic and service units, instructional and research programmes, and faculty and staff performance. But these reviews must be strengthened on most campuses in several ways to be useful for planning. They must be more consistent in their quality, their results must be available when needed, and these results must be analyzed by administrators with the assistance of faculty and staff in order to be integrated into the planning process.

Peterson (quoted in MacCorkle, & Archibald, 1982, p.41) wrote,
“Some academic administrators view evaluation of the adequacy or appropriateness of current institutional objectives as the principal, if not the sole, element in planning. It certainly is essential, but it is only the first step in the process of deciding on and implementing any change in direction.”

In fact, Hussey (cited in MacCorkle, & Archibald, 1982, p.42) argued that, “Unless an organization is willing to put itself under a form of self-analysis to assess its strong and weak points, it might as well give up the idea of planning.”

Bennett (1983) stressed on the need of separate procedures of evaluation of faculty members and the chair because the nature of assignments for them are different. According to him this issue can be resolved only at the higher level in the institution.

Hommadi, (1984) describes five approaches or means of evaluation of an organization:

- The Packed Approach; Here the organization is analyzed for violation of pragmatic beliefs concerning what an effective organization should be.
- The Informal Approach: This approach answers such questions as are executives overloaded? Is there excessive red tape? Is there delegation of authority adequate in all areas?
- The Comparison Approach: According to this approach the organizations are mutually compared.
- The Quantitative Approach: This Approach employs the use of measurements, especially those obtained by calculating various ratios such as; the ratio of managerial to the operative employees, the ratio of number or amount of staff to the to line people, the ratio or the amount of policy construction to the amount of planning, organizing staffing controlling and directing.
- The Ideal Approach. This approach considers the conditions and reasons of the organization existence. Organizational objectives are
emphasized upon. Structure of the organization and the function of each are considered. Authority is examined.

Owen (1992) extended his opinion that the educational management should not be evaluated on the same lines as other large-scale public works. It should have different parameters.

2.12.3 College Management Evaluation Criteria

Newman (1961) while commenting on the appraisal of executives suggested the following principal tools to use in sizing up the work and potential abilities of an executive.

- Group judgment
- Periodic appraisal
- Trial on a series of jobs
- Psychological tests

About the group judgment Newman (1961, pp.335)-said,

“One of the simplest but most important principles to follow in appraising an executive is to obtain the opinion of several individuals before arriving at a final conclusion.”

Weil (cited in Newman, 1961) emphasized the distinction between the innate and acquirable characteristics. According to him an executive should have some innate qualities, the qualities he possesses by birth and brings with him to the organization; and the acquirable qualities, the ones he develops after he gets on the job. Weil in his executive appraisal chart has mentioned six qualities, three appear on the left half of the chart, under the heading “realm of no compromise”; they are character, intelligence and intuition. The other three, experience, adaptability, and special skills are shown on the right side under “Proper realm of compromise”.

Weil (cited in Newman, 1961) recognized that an individual will possess each of these factors to a greater or lesser degree and that no single individual can be expected to have the maximum degree of all qualities. Consequently, he urges that a
minimum degree of each of the innate factors be established as qualifications on which there is to be no compromise. There will be minimum satisfactory levels for each of the other qualities also, but if a candidate cannot be found who comes up to the minimum for all factors, clearly the compromise should be made on the factors that can be developed after the job has been filled.

There are different criteria for the evaluation of college administration. One of them is proposed by Hillway (1973) who listed qualities such as: interest in the progress of education, fairness in dealing with students and faculty, self adjustment, tolerance of new ideas, trustworthiness, skill in securing group action, ability to organize, and ability to maintain faculty morale and faculty performance.

Other characteristics are listed by Skipper (1976) who conducted a study to identify the personal qualities of administrators considered “Most Effective by their colleagues” as compared to those considered “Least Effective”. The “Most Effective” were judged to tend toward being more ethical, honest, calm alert, insightful, tolerant, goal-oriented, inventive, and willing to make decisions. The “Least Effective” administrators were judged to tend toward being more undependable, deceitful, irritable, impulsive, defensive, stereotyped in their thinking, rigid, sarcastic, retiring and lacking in ambition, and were more inclined to put off difficult decisions in addition to having fewer ideas. Skipper (1976) also emphasized the viewpoint that greater attention should be paid to the personal qualities of the leaders on the basis that a college or university is not a business organized to make a profit nor is it the military, but rather it is an organization where independence, intelligence, criticism, and creative thinking are valued and encouraged. In such an environment personal qualities of leaders have a great effect on the mood and vitality of the institution.

Harvey (1976) has developed an administrative rating scale based on eighteen characteristics. A scale of 1 to 10 is used with 1 and 2 being outstanding, the top 10 percent, and 5 and 6 average and the middle 40 percent. The scale is simple and easy to administer, and easily handled when collating results. The characteristics used for the rating scale are, institutional mission, specific knowledge, emotional stability, human relations, democratic processes, personal integrity, work level, organization, creativeness, problem solving, morale maintenance, personal appearance, objectivity,
administrative protocol, foresight, organization commitment, communication, general administrative achievements.

Bittel (1976) recommends the criteria for the effectiveness of the managers of judging them on the basis of their outputs.

The thirty characteristics used by the American Council on Education to evaluate candidates for its Administrative Intern program (MacIntosh & Maier, 1976) offer sound guidance.

This list included, resourcefulness and adaptability, integrity and honesty, courage and commitment, ability in interpersonal relations, professionalism, assertiveness, sense of direction, organizational and analytical ability, poise and self-confidence, communication skills, vigor and capacity for work, judgment, imagination and initiative, and loyalty as well as perseverance, breadth of interest and curiosity, intelligence, cultural level, scholarship and teaching ability, and common sense. And, in addition, sense of humour, candor and openness, motivation and enthusiasm, sense of values, sensitivity for colleagues and community, dependability, patience, sense of perspective, maturity, decisiveness, and overall standing among peers.

As in any evaluation process, there must be some frame of reference or base against which the individual’s performance is compared. Fisher (1977) suggested the following:

- His or her predecessors in the position.
- All other individuals currently in similar position.
- A platonic “ideal” position.
- One’s past performance.
- One’s own performance.
- Performance expectations other have for him or her.

Eble (1978, P.94) Wrote, “It is well to move away from these ill-considered observations about department chairpersons. A limited but useful rule of thumb is to look with favour upon people whom others turn to for professional as well as personal advice.”
Wolotkiewicz, (1980, p.62) has opined,

“Personal qualities are an important factor in the selection and evaluation of college administrators. In addition to integrity and numerous other desirable characteristics the ability to obtain the cooperation of others and to make sound judgments and wise decisions is important. The caliber of an organization is dependent upon the caliber of its leadership. To be an effective leader, an administrator needs the skills of an academician, management expert, and human relations special.

Wolotkiewicz, (1980) opined that organizations are developed for specific functions expressed in their goals and objectives hence be judged on this criteria. Robbins (1980, p.399) notes that “the effectiveness of any organization is defined in terms of the degree to which it attains its objectives. The effect on objectives can be measured by certain criteria or indicators.”

Karol & Gainsberg,(1980) while expressing their views on the performance evaluation, write that there is an evident trend but not yet very strong in the direction of establishing a performance criteria. In addition to what might be described in quantitative terms, there are also factors that may be considered as qualitative factors in evaluating a professional’s performance and in some instances the criteria can apply to support staff as well as these qualitative aspects of performance also constitute criteria for evaluating candidates from middle to high level vacancies .Some of the traits to be considered are:

- Intelligence
- Individual confidence and self-knowledge
- Integrity.
- Interpersonal relations.
- Innovation.
- Implementation orientation
➢ Sense of identification-willingness and ability to identify with goals.
➢ Leadership- influence and inspire those in the organization.

Other traits or factors that are important are calmness (ability to retain composure under pressure), contentment with himself and the organization, also possessing a healthy dissatisfaction with the status quo, commitment to one’s work, caring about one’s subordinates and peers and courage as expressed partially in willingness to take a position.

According to Wolotkiewicz, (1980) comprehensive evaluation efforts in administrative effectiveness should include personal characteristics of the specific individual as well as some goal-oriented approach to measuring accomplishments that, in turn reflects competence.

Cameron & Whetten (1981) found that criteria of institutional effectiveness applicable in one stage of development are not necessarily appropriate in other stages of development.

Stogdill (cited in Macpherson, Crowson & Pitner.1986,p.232) stated that, “new theorizing about the leadership traits is pouring old wine in new bottles.”

The shift in the criteria of effectiveness from one stage to another also points out the need to match the characteristics of top institutional administrators with the challenges facing a college or university at a particular point in its development.

Dennison,& Shenton (1987) observed that all management performance takes place in a large often public arena, in which numerous personalities, attitudes and interests intersect with the issues. Tasks are therefore carried out in environmental contexts, and these can be extremely complex.

The criteria for evaluation of college management is important as Green (1988, p.181) stated that,

“How well higher education selects leaders is crucial to the quality of educational leadership at all levels.”
Galvin (quoted in Decimone, Werner & Harris 2002) building upon studies in the education field, suggested the CIPP (contextual, Input, process, product) model. This model is for different aspects of training. Wolotkiewicz, (1980) recommend that a part of the process should be self-evaluation to enable the individual to compare his or her perceptions of personal performance with the perceptions of the constituencies served. Rasmussen’s instrument provides this kind of evaluation. Wolotkiewicz (1980) describes system for assessing the administrative effectiveness of a department chairperson, which has been developed at the Kansas State University center for Faculty Evaluation and Development in Higher Education. It is referred to as DECA (The Departmental Evaluation of Chairperson Activities System). Its emphasis in design and philosophy is administrative improvement. The center recommends that a DECA report not be used as a sole measure of administrative effectiveness. Instead, it should be considered with other information about the department that is incorporated with the information about the performance of other responsibilities of the department chairperson in addition to administration.


- Outcomes-exam. results, attendance, and other published indicators.
- Process- the processes deployed to achieve the outcomes. They are also compared with some model

Seldin & Higgerson (quoted in Ruben, 2004, p.305) suggest that,

“The evaluation could include the preparation and review of portfolios. Typically review processes also includes systematic gathering of information from those who see leaders in action. Probably the most beneficial model is the 360 degree approach, so named because it includes feedback from a variety of perspectives (the individual to whom the leader reports; peers and those over whom the leader has responsibility) in an effort to yield a broad perspective on leadership effectiveness.”
Annual Performance Evaluation Report (Govt. of the Punjab, 2005) is a report on the prescribed form, which is to be submitted in respect of all employees of the Govt. of the Punjab, Pakistan, at the end of every year by the superior of that employee. There are two categories of this report, one for the employees from grade 01 to 15 and the other for the officers from grade 16 to grade 22. The principal of a postgraduate college is a grade 20 officer, a professor by designation, so his superior prepares the same Annual General Report for the principal. It is a detailed report about the overall performance of the officer during the year of report. It covers the following aspects of the officer. This report consists of eight parts. The detail of these sections is given below:

I. **Personal information:** This part contains the personal information regarding the officer like his name, father’s name, date of birth, date of entry into Govt. service, grade with present pay, post held during the period, academic qualifications, hobbies, training received and job description etc.

II. **Personal Qualities:** intelligence, confidence and will power, emotional stability and adaptability, understanding and tolerance, appearance and bearing.

III. **Attitudes:** Knowledge of Islam, attitude towards Islamic ideology, integrity, acceptance of responsibility, ability to produce constructive ideas, foresight, Initiative and drive, reliability under pressure, judgment, financial responsibility, perseverance and devotion to duty, relations with superiors, colleagues, and subordinates; behaviour with public.

IV. **Proficiency in Job:** Power of expression, both oral and written; knowledge of work, analytical ability, supervision and guidance; ability to take decision, work output and quality

V. This part contains the pen-picture of the officer, any particular strong or weak points of the officer and the future posting considered most suitable for the officer. Counseling provided to the officer, assessment of the effectiveness and performance of the officer, his usefulness/un-usefulness for further retention in the service etc.
VI. In this part of the report the overall grading of the officer, his fitness for promotion and integrity are taken into account.

VII This part is specific for the countersigning officer for his remarks regarding the officer to be reported upon.

VIII This part is provided for the adverse remarks, if any about the officer to be reported upon.

This Annual performance Evaluation Report that was previously called Annual Confidential Report (ACR) is to be submitted in respect of every provincial Government officer from grade I to grade 22 by his superior at the end of every year. There are two categories of these reports, one for the employees from grade 1 to 15 and the other for the officers from grade16 to grade 22. Principal of a postgraduate college is a grade-20 officer, a professor by designation, so his superior prepares same general Performance Evaluation Report for the principal. The APER has the major flaw that the Performance, effectiveness and efficiency items have been hybridized, the instrument is very lengthy and complex and meant for all types of officers, not the college principal specific.
2.13 LANDMARK STUDIES IN THE AREA OF EVALUATION

Following are the landmark studies in the field of educational management evaluation.

2.13.1 Rasmussen’s Instrument

Rasmussen (cited in Wolotkiewicz, 1980) has developed an instrument using this approach. It provides a means for the respondent to indicate where the “ideal” dean of the college should be on a continuum of one to seven and an estimate, on the same continuum, of the dean’s “actual” performance. The “ideal behaviour” ratings reflect the raters’ goal for the dean. The important outcome of the system is its reflection of any discrepancy between the perceived “actual behaviour” of the dean and that considered to be “ideal behaviour.” The following twenty-two separate traits or functions have been developed into an item for the instrument:

Administrative management, executive judgment, delegating authority and responsibility, providing academic leadership, acting decisively, planning ability, encouragement of faculty research, improvement of teaching, dean’s role as faculty representative, skills in recruiting faculty, keeping communication lines open, providing academic freedom, skills in working with groups, communicating ideas, sensitivity to faculty concerns, handling conflict, acceptance of new ideas, availability to faculty, listening to faculty, honesty, personal/professional stability, and fairness.

Wolotkiewicz, (1980) recommends that a part of the process should be self-evaluation to enable the individual to compare his or her perceptions of personal performance with the perceptions of the constituencies served. Rasmussen’s instrument provides this kind of evaluation.

2.13.2 James Harvey’s Administrative Rating Scale

Harvey (1976) has developed an administrative rating scale based on eighteen characteristics. A scale of 1 to 10 is used with 1 and 2 being outstanding, the top 10 percent, 3 and 4, very good; top 20 percent 5 and 6 average; middle 40 percent, 7 and 8, fair; lower 20 percent, and 9 and 10 as the poor; bottom 10 percent.
The respondents are asked to rate the administrator, named above the scale on the characteristics provided in the scale and to place the appropriate number from 1 to 10, or x or 0 on the line preceding the characteristic.

The characteristics used for the rating scale are, institutional mission, specific knowledge, emotional stability, human relations, democratic processes, personal integrity, work level, organization, creativeness, problem solving, morale maintenance, personal appearance, objectivity, administrative protocol, foresight, organization commitment, communication, general administrative achievements. The detail of these characteristics is as under:

This scale is given below:

Illustration 2.4

[Diagram of a rating scale with categories: Outstanding (Top 10%), Very Good (Top 20%), Average (Middle 40%), Fair (Lower 20%), Poor (Bottom 10%), No Chance to Observe, Not Applicable]

Characteristics

1. Institutional Mission. Knowledge of the mission, goals and objectives of the college

2. Specific Knowledge. Technical knowledge and skill for the area of specific responsibility assigned.

3. Emotional Stability. Does the person being evaluated, maintains emotional balance in different types of circumstances?

4. Human Relationship. Whether the person uses tact and diplomacy in human relationships and is people-oriented, interested in their well-being?

5. Democratic Processes. Is the administrator convinced of the collective mind instead of one man’s mind?
6. Personal Integrity. Does the person under consideration treat others with honesty and whether he or she is trustworthy?

7. Work Level. Is the person under consideration a willing worker who can give even extra hours to the college for the sake of college?

8. Organization. Is the person under consideration has the capability to do the task assigned to him/her in a systematic manner with speed and accuracy if so desired?

9. Creativeness. Does the person accommodate new ideas? Whether he/she possesses flexibility and is committed to change?

10. Problem solving. Has the administrator ability to solve the problems in a scientific and logical manner keeping in view the previous cases of the same nature?

11. Morale Maintenance. Does the administrator keep the morale of his or her subordinates high along with his own morale and avoids personality clash, backbiting and criticism of others, remains friendly with his team?

12. Personal Appearances. Is the administrator well-dressed and wears stylish clothes and maintains the contemporary standards for a professional?

13. Objectivity. Does the person under consideration make decision on the basis of facts and emotions do not distort his/her perspective? Whether he/she looks at the problem with coolness, logic and clarity?

14. Administrative protocol. Whether the administrator under consideration knows the administrative structure and is willing to work within it? Does he/she respect the line of authority and chain of command and makes decisions properly and communicates these decisions to the appropriate offices in time?

15. Foresight. Whether the administrator has the ability to look ahead of time and planning situations in advance?
16. Organization commitment. Whether the administrator is an organization person and sacrifices his/her self interests for the sake of organizational interests? Does he or she accept the responsibility of hard decisions?

17. Communication. Whether he/ she possess the ability to communicate in spoken and written forms clearly and concisely and is aware of any communication gaps?

18. General Administrative Achievements. What is the rating of the administrator as compared to the other administrators of the college?

Source: Harvey (1976, pp. 70-71).

The scale is simple and easy to administer, and easily handled when comparing results.

2.13.3 DECA (The Departmental Evaluation of Chairperson Activities System)

Wolotkiewicz, (1980) describes system for assessing the administrative effectiveness of a department chairperson developed at the Kansas State University center for Faculty Evaluation and Development in Higher Education. It is referred to as DECA (The Departmental Evaluation of Chairperson Activities System). Its emphasis in design and philosophy is administrative improvement. The center recommends that a DECA report not be used as a sole measure of administrative effectiveness. Instead, it should be considered with other information about the department that is incorporated with the information about the performance of other responsibilities of the department chairperson in addition to administration.

The instrument used in the survey measures the following characteristics in an administrator. The instrument consists of 03 forms; the detail of these forms is as under:
Form No.1 Chairperson Information Form

In this form the personal information like name, department, term of appointment, and tenure of appointment of the chairperson is mentioned. Then he is asked to answer fifteen questions on the 05 point scale regarding his responsibilities, some of which are: his guidance for sound procedures for faculty assessment, regard for the faculty for contribution to the department programmes, takes lead in recruiting promising faculty, fosters good teaching in the department, stimulates research and scholarly activities in the department and maintains faculty morale by reducing or resolving stress etc.

Form No.2 Survey Form--Faculty Reactions to the Chairperson Activities

This form shows the chairperson’s responsibilities and the faculty reactions to the chairperson’s activities on 05 point rating scale. The items of this form include such questions as the clarity of the attitude of the chairperson, trying of new ideas with the faculty, maintenance of a definite standard of performance, takes action for the development of the individual faculty members and explains his actions etc. There are 70 items in this form regarding the responsibilities and the faculty reactions to the chairperson’s activities.

Apart from these questions there are some open-ended questions for seeking opinion regarding the chairperson.

Form No 3 DECA Report

DECA report is based upon the information provided in the chairperson form and the chairperson’s responsibilities and the faculty reactions to the chairperson’s activities form. The information in these forms is coded, tabulated, analyzed and processed to to draw inferences about the variables like personnel management, planning and development building department reputation, democratic practice, structuring, interpersonal sensitivity, vigour, bureaucratic practice, vision, initiative, positivism, communication, etc.
Diagnostic summary based on the information of the DECA Report is provided at the end of the report. This is an exhaustive system of evaluation of a chairperson yet very complex and difficult to administer.

Wolotkiewicz, (1980) in this regard notes that appraisal by peer administrators are desirable as well as input obtained from members of central administration with whom the individual has working contact.

2.13.4 Hillway’s Model

Hillway (1973) has emphasized some characteristics for an effective head of an educational institution. These are; interest in the progress of education, fairness in dealing with students and faculty, self-adjustment, tolerance of new ideas, trustworthiness, skill in securing group action, ability to organize, and ability to maintain faculty morale and faculty performance.

2.13.5 Skipper’s Model

Skipper (1976) who conducted a study to identify the personal qualities of administrators considered “Most Effective by their colleagues” as compared to those considered “Least Effective” The “Most Effective” were judged to tend toward being more ethical, honest, calm Alert, insightful, tolerant, goal-oriented, inventive, and willing to make decisions. The “Least Effective” administrators were judged to tend toward being more undependable, deceitful, irritable, impulsive, defensive, stereotyped in their thinking, rigid, sarcastic, retiring and lacking in ambition, and were more inclined to put off difficult decisions in addition to having fewer ideas. Skipper (1976) also emphasized the viewpoint that greater attention should be paid to the personal qualities of the leaders on the basis that a college or university is not a business organized to make a profit nor is it the military, but rather it is an organization where independence, intelligence, criticism, and creative thinking are valued and encouraged. In such an environment personal qualities of leaders have a great effect on the mood and vitality of the institution.
2.13.6 Metropolitan State University; Model of Administrator Assessment

Metropolitan State University (2007) has given the model for strengthening and recognizing the effectiveness of educational administrators based on the following performance areas for this purpose: Leadership and management, communication, university and external relations, and the attributes of the administrators. Five point rating scale is used to evaluate the administrator in all the four areas mentioned above, where 05 stands for outstanding, 04 for very good, 03 for satisfactory, 02 for fair, 01 for poor and I/I for insufficient information. The stakeholders are asked opinion about the administrator on this rating scale.

The sub-areas of the main four areas of the administrators are evaluated in detail.

In leadership and management, educational and professional leadership, personal leadership and supervisory ability, articulation of vision, delegation of authority and oversight, ability to provide inspiration and motivation, display of organization and planning skills, commitment to diversity, continuous quality improvement, and management of financial material resources is evaluated.

In the communication area, written communication skills, oral and interpersonal communication skills, ability to relate to individual and groups and ability to articulate ideas and concepts is appraised.

In sub-areas of university and external relations, demonstration of support for university goals, positive working relationship with internal and external stakeholders, effective representation of college/university to the external audience and contribution of positive morale within university.

In the area of attributes, ethical values and principals, attitude, cooperation and collaboration, ability to deal with many problems simultaneously, ability to face criticism and direct opposition into productive channels, ability to realize the key parts of a complex problem, making of decisions based on facts, ability to promote coordination, and ability to innovate.
The respondents are requested to list any additional individual strengths which have not been in the areas mentioned above.

2.14 SUMMARIZING THE VARIABLES

After skimming almost over 100 books synoptically and exhaustively it is evident that no two authors agree upon the same traits and competencies or characteristics of an effective frontline educational leader. Also different traits are required for different situations.

It is the same as Verma (1990) has concluded that researchers seeking to isolate and identify ‘specific leadership traits’ have been unable to provide much insight into those characteristics that are associated with leadership behaviour. The leadership traits identified in different studies have become so general that it becomes difficult to gauge some leadership potential in an individual.

As Robbins & Coulter (2000) have observed that the belief that some leadership style will always be effective regardless of the situation may not be true.

2.15 GAPS IN THE EXISTING LITERATURE

It is very difficult to prepare a list of characteristics, which are common to all, or even many leaders. All we can do is perhaps say that successful leaders do exhibit a fair proportion of the characteristics such as self-confidence, dependability, honesty and integrity, etc., though others such as possession of communication skills, and problem solving abilities seem perhaps much more common characteristics of successful leaders.

From the extensive review of literature synoptic and exhaustive, foreign and indigenous, presented in the chapter, the researcher could not trace even a single study, which is directly inconsonance with the present investigation. Hence it can be inferred that the studies available served the little purpose for the present one. None of the studies revealed personality factors required for an effective college principal in the Punjab, Pakistan. The role of the college principal is one of the least researched
and least discussed topics in educational leadership but the importance of the position in the day-to-day operation of the college site is growing every day.

It is only recently that the research work has gained momentum in Pakistan, after Dr. Atta-ur-Rehman kick started it. Anyhow the researcher visited AIOU, PU, BZU, and KU & Peshawar University in this connection and found some work over there in the relevant field but researcher did not receive the kind of appreciation and cooperation as is the right of any researcher.

Thus there exists a considerable gap on this aspect and the need for research was felt fulfilling the above-mentioned variance and the fast changing academic environment. It is believed that the present research will address the above mentioned areas and will benefit the educational planners to frame the plans and policies for the present incumbents and prospective educational administrators to enable them to cope up with the changing environment, apart from generating and strengthening a new field of knowledge. The present investigation, addressing the above aspects has been carried out and discussed as per the details given in the following chapter of ‘Research Methodology.’

2.16 NEED FOR AN INDIGENOUSLY DEVELOPED INSTRUMENT FOR EDUCATIONAL ADMINISTRATORS’ EVALUATION

Personality factors may be numerous but for the sake of present study only eight out of them, which are according to the hypothesis, are more related to the present study and have been focused on. So this framework is particularly Punjab-effective.

As Siddiqui (1994, p.7) has concluded:

The most significant result of research in educational leadership is the viewpoint which considers leadership a combination of necessary personality characteristics, professional competence and academic expertise. It also considers the ‘situation’, which ultimately structures the type of leadership style that is called for. The traits possessed by
the education leaders are many and some are minimally required for a person to function successfully as an educational leader. Yet is does not guarantee effective leadership. Charismatic personality is blessing but what is required of an educational is the sensitivity to the needs of the group he is leading. To achieve this objective, the leader can be trained to a great extent. The research also shows that most effective and productive style of leadership is participative and which emphasizes and stresses organizational demands as well as individual needs.

Keeping in view the specific area of the Punjab, Pakistan and our own socio-political conditions the following personality characteristics were to be tested in a frontline public-sector college manager/principal.

2.17 REASON FOR SELECTION OF THESE PARTICULAR VARIABLES

There is no denying the fact that there are a lot of other significant personality characteristics for the effectiveness e.g., qualifications, experience, communication skills, judgment, sociability, technical skills etc. But based upon the unstructured interviews, keeping the frequency of occurrence in the literature review of various personality characteristics and the particular milieu of the target area the researcher thinks the following characteristics are particularly necessary apart from other ones. The researcher is of the opinion that the frontline public Sector College Management at present may be lacking these characteristics resulting into the ineffective supervision. The frequency of their reference and relevance to Punjab, leads to their selection as relevant to a system of supervisory activities. Teddlie (2000) observed that any framework for effectiveness for some organization, which is framed after deep deliberations of the experts of that field, is commonly acceptable.

Leadership is situational, which makes it very difficult to assess each leader with the same set of characteristics (Bolman & Deal, 1997)

As according to the situational/ contingency theories every situation and scenario demands different leadership with the specific characteristics suitable for that
situation so, the researcher is of the opinion that the prevailing situation and circumstances in the public sector-colleges are in the dire need of an educational leadership/ frontline management/ principals with the above-mentioned hypothesized characteristics.
2.18 THEORETICAL FRAMEWORK

The researcher conceived the following theoretical framework for evaluation of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan. A new scale to measure the effectiveness related traits /personality factors/ characteristics after the name of the researcher is represented with an acronym; Mahmood’s VIPCITED scale, where;

A new scale for the qualitative evaluation of the college principles has been devised by me. The independent variables are a blend of the evaluation models of DECA (The Departmental Evaluation of Chairperson Activities System), described by Wolotkiewicz (1980); that of Harvey (1976) and Rasmussen (cited in Wolotkiewicz, 1980) with some modification of variables. It also embraces some variables skimmed through extensive literature review, discussions with experienced educational administrators and academicians. These variables are relevant to the present day situation in the public sector colleges in the Punjab. This scale is Punjab/ Pakistan specific and indigenous one.

This scale has been applied for the qualitative evaluation of the frontline management/ Principals of the selected Public Sector Postgraduate Colleges in the Punjab. It has been named after the Researcher’s name Mahmood’s Frontline College Management Evaluation Scale ‘VIPCITED’ taking the first letter of each variable being evaluated. However they probably do represent a criterion that should be taken into account in evaluating the leadership/ management characteristics in the present scenario. In this Mahmood’s VIPCITED/ scale:

✓ ‘V’ stands for vision
✓ ‘I’ stands for integrity
✓ ‘P’ stands for Political networking
✓ ‘C’ stands for courage.
✓ ‘I’ stands for initiative
✓ ‘T’ stands for training
✓ ‘E’ stands for exposure
✓ ‘D’ stands for dynamism
This framework is conceptually presented as follows:

**Illustration 2.5**

**Theoretical Framework**

(A schematic diagram)

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**Independent and Dependent variables**

The above-mentioned independent variables were isolated from the literature review against the one dependent variable effectiveness of the principal.
2.19 DEFINITION OF VARIOUS VARIABLES UNDER STUDY

Variable:
It has been defined as:

A variable is anything that can take on differing or varying values. The values can differ at various times for the same objector person, or at the same time for different objects or persons. Examples of variables are production units, absenteeism and motivation. (Sekaran, 2003 p.87)

The eight variables under study have been defined by different authorities as under:

1. Vision:

   It has been defined as:

   “It is the ability to think about or plan the future with great imagination and wisdom.” (Crowther, 1998, p.1330.)

2. Integrity:

   It has been defined as:

   “It is the quality or state of sound moral principle, uprightness, honesty, and sincerity.” (Guralnik, 1974,p.732.)

3. Political Networking:

   It has been defined:

   “It is cultivating social relationships with others to accomplish one’s goals.” McShane & Travaglione.(2003, p.415).
4. Courage:

   It has been defined as:

   “It is the attitude of facing and dealing with anything recognized as dangerous, difficult, or painful instead of withdrawing from it”  (Guralnik, 1974, P.725)

5. Initiative:

   It has been defined as:

   “It is the capacity and imagination to realize what needs to be done, together with the courage and willingness to do it, especially with others’ help” (Crowther, 1998, p.613)

6. Training:

   It has been defined as:

   “It is the act of providing employees the knowledge and skills needed to do particular task or job, though attitude change may also be attempted.”  (Decimone, Werner, & Harris 2002, p.10)

7. Exposure

   It has been defined as:

   “It is the act of exposing or the state of being exposed” (Crowther, 1998, p.407)

8. Dynamism:

   It has been defined as:

   “It is the quality of being energetic and vigorous” (Guralnik, 1974, p.436)
2.20. HOW THE VARIABLES UNDER STUDY ARE INTER-RELATED

The independent variables under study: visions, integrity, political networking, courage, initiative, training, exposure and dynamism are inter-related e.g., better the training, better will be the vision and courage. More the exposure better will be the vision of a person. More the courage more will be the initiative on part of the person, Higher the integrity of a principal more will be the courage of the principal. More dynamic a principal, more will be initiative on his part, and so on and so forth.
CHAPTER 3

RESEARCH METHODOLOGY

This chapter is an account of the population and samples, the framing of questionnaires, the use of clarifying interviews, the use of descriptive and inferential statistics. In fact, this chapter gives an overall view of the research design, whole effort that has been invested in this descriptive research.

3.1 THE RESEARCH DESIGN

As Cooper & Emory (2000, p.114) have summed up the research design in these words:

First, the research design is a plan for selecting the sources and types of information used to answer the research question. Second, it is a framework for specifying the relationships among the study variables. Third, it is blueprint that outlines each procedure from the hypotheses to the analysis of data.

The design provides answers for such questions as: What techniques will be used to gather data? What kind of sampling will be used? How will time and cost constraints be dealt with?

Luthans (1981, pp.28, 29) while commenting on the research design writes:

The research design is at the very heart of scientific methodology. The three designs most often used in organizational behaviour research today are the experiment,
the case study, and the survey. All the three designs have played important roles in the development of meaningful knowledge. The experimental design is largely borrowed from psychology, where it is used extensively, and the case study and survey designs have traditionally played a bigger role in sociology. All the three designs can be used effectively for researching organizational behavior. Hence following is the road map of this research strife.

3.1.1 Population of the study

The list of non-technical, non-professional Govt. Postgraduate Colleges (Male) run under the General Collegiate Branch, Education Department, Govt. of the Punjab, Pakistan was obtained from the statistical cell, Director Public Instructions (colleges), Punjab. From amongst them 45 peripheral colleges were selected and 01 vice principal and 02 senior-most staff members from teaching staff from each college, hence a total of 135 respondents constituted the population of this very study.

3.1.2 Delimitation & Sample of the study

From these 45 selected peripheral postgraduate 35 colleges were randomly selected as sample for this study. The CMIS & PEMIS were of significant importance in selection of these 45 colleges. From each college 01 vice principal and 02 senior-most staff members from the teaching staff were taken, hence a total of 105 respondents constituted the sample of this very study. According to Sekaran (2003, P.294), the corresponding sample size for this population is approximately 105.

The study was delimited to the qualitative evaluation of the frontline management (the principals) of the selected public sector postgraduate peripheral colleges in the Punjab, pakistan.

3.1.3 Rationale for Sample Size
Roscoe (1975) proposes the following rule of thumb for determining the sample size, “Sample sizes larger than 30 and less than 500 are appropriate for most of researches.”

Hence a sample size of 105 was sufficient for the study under consideration.

3.1.4 Theoretical Framework

The researcher conceived the following theoretical framework for evaluation of the existing frontline management (the principals) of these selected in the Punjab, Pakistan. The independent variables, dependent variable and the moderating variable have been identified as under:

**Independent and Dependent Variables:**

The following 08 independent variables were isolated from the literature review against the one dependent variable- ‘effectiveness’ of the principal/college:


**Moderating Variable:** College culture was the moderating variable of this study.

3.1.5 The Reason for Selecting the Principals, Vice-principals and the Senior-most Staff Members from Teaching Staff as Respondents

Evidence from inquiry and findings from an earlier air force study (Singh, 2004) suggest that the leader’s description of his own leadership behaviour and his concept what his behaviour should be have little relationship to the others’ perception of his behaviour that others have. So the population of the present study is vice-principals and the senior most staff members form the teaching staff, as they are the better perceiver of principal’s characteristics. So the 45 vice-principals and 90 senior-most the senior most staff members form the teaching staff of these colleges under study comprised the population of this study.
For these eight independent variables their senior most colleagues could better evaluate the principals and the effectiveness in the colleges. Hence the vice principals and the senior most staff members form the teaching staff has been selected as respondents. Also the inclusion of the senior most staff members form the teaching staff along with the vice-principals was intended to impart more precision and generalizability to the study.

Vice principals and the senior most staff members form the teaching staff are seasoned and mature people with a lot of experience and they, being the senior-most members, are very close to the college principals and see them in action. They can understand the concepts used in the research instruments.

3.2 PROCEDURE

The following procedure was followed in the present study,

3.2.1 Investigative Research Questions

The following research questions emerged from the main research question (Chapter No.1, p.23).

**Investigative Research Question 1**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of vision, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 2**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of integrity, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 3**


Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of political-networking, which is necessary for their effectiveness in the present scenario.

**Investigative Research Question 4**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of courage, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 5**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of initiative, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 6**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of professional management training, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 7**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of high exposure, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 8**

Does the frontline management (the principals) of the selected public sector postgraduate peripheral colleges possess the desirable characteristic of dynamism, which is necessary for their effectiveness in the present scenario?

**Investigative Research Question 9**
Do the selected public sector postgraduate peripheral colleges in the Punjab possess effectiveness?

**Investigative Research Question 10**

Is the vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

**Investigative Research Question 11**

Is the integrity of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

**Investigative Research Question 12**

Is the political-networking of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

**Investigative Research Question 13**

Is the courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

**Investigative Research Question 14**

Is the initiative of the frontline management/ (principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

**Investigative Research Question 15**
Is the professional management training of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

Investigative Research Question 16

Is the high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

Investigative Research Question 17

Is the dynamism of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges?

Investigative Research Question 18

Is the vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

Investigative Research Question 19

Is the integrity of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

Investigative Research Question 20

Is the political-networking of the frontline management (the principals) of the selected public-sector postgraduate colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

Investigative Research Question 21
Is the courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

**Investigative Research Question 22**

Is the initiative of the frontline management (the principals) of the public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

**Investigative Research Question 23**

Is the professional management training of the frontline management (the principals) of the public public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

**Investigative Research Question 24**

Is the high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

**Investigative Research Question 25**

Is the high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges?

**Investigative Research Question 26**

What is the expected rank ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in the present
scenario in the frontline management (the principals) of the selected public sector postgraduate peripheral colleges?

**Investigative Research Question 27**

What is the actually perceived rank ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in the present scenario in the frontline management (the principals) of the selected public sector postgraduate peripheral colleges?
3.2.2 Null Hypotheses and Alternate Hypotheses based on the Variables

The following hypotheses were formulated on the bases of the variables and the research questions and subsequently tested.

**H₀₁**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess vision.

**H₀₂**: The frontline management (principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess integrity.

**H₀₃**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess political-networking.

**H₀₄**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess courage.

**H₀₅**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess initiative.

**H₁₁**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess vision.

**H₁₂**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess integrity.

**H₁₃**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess political-networking.

**H₁₄**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess courage.

**H₁₅**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess initiative.
**H_{06}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess professional management training.

**H_{A6}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess professional management training.

**H_{07}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess high exposure.

**H_{A7}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess high exposure.

**H_{08}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess dynamism.

**H_{A8}**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess dynamism.

**H_{09}**: The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan do not possess effectiveness.

**H_{A9}**: The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan, possess effectiveness.

**H_{010}**: The vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**H_{A10}**: The vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.
\textbf{H}_011: The integrity of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

\textbf{H}_A11: The integrity of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

\textbf{H}_012: The political-networking of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

\textbf{H}_A12: The political-networking of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

\textbf{H}_013: The courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

\textbf{H}_A13: The courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

\textbf{H}_014: The initiative of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

\textbf{H}_A14: The initiative of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.
**H₀15.** The professional management training of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Hₐ15.** The professional management training of the frontline management (the principals) of the selected public-sector postgraduate colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

**H₀16.** The high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Hₐ16.** The high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

**H₀17.** The dynamism of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Hₐ17.** The dynamism of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

**H₀18.** The vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

**Hₐ18.** The vision of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.
\(H_0^{19}\): The integrity of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

\(H_{A}^{19}\): The integrity of the frontline management (the principals) of the Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

\(H_0^{20}\): The political-networking of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab is not significantly correlated to the effectiveness of the colleges.

\(H_{A}^{20}\): The political-networking of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

\(H_0^{21}\): The courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

\(H_{A}^{21}\): The courage of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

\(H_0^{22}\): The initiative of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

\(H_{A}^{22}\): The initiative of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

\(H_0^{23}\): The professional management training of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan is not significantly correlated to the effectiveness of the colleges.
HA23. The professional management training of the frontline management (the principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan is significantly correlated to the effectiveness of the colleges.

H024. The high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

HA24. The high exposure of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

H025. The dynamism of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

HA25. The dynamism of the frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

The null hypotheses were tested.

For investigative research question Nos. 26, & 27 Microsoft Excel was used.
3.2.3 The Data Collection Instruments

The instruments used for collection of qualitative and quantitative data were observations; unstructured interviews and different set of closed end as well as open-ended questionnaires.

3.2.3.1 Survey

As Berelson & Steiner, (1963, p.26) have commented:

In general wherever the investigator is interested in assessing or estimating the present state of affairs with regard to some variable that change over time for a long group of subjects, a sample survey is the only practical way to get an answer.

As Luthans (1981, p.32) has noted:

The third major design available to research on human behaviour is the survey. This easy-to-use technique depends upon the collection of empirical data via questionnaires and interviews. It is extremely useful in solving some questions and problems of organizational behavior.

While describing its usefulness Luthans(1981, p. 32) says,

“If properly designed, the survey’s results can be generalized. Whereas the case is restricted to a single or to very few, units of analysis, the survey has very broad coverage. Another advantage is that the survey collects original data.”

So the survey method for the seeking opinions of the respondents has been used.
3.2.3.2 Interviews & clarifying interviews

As Luthans (1981, p.32) has noted,

“That interview is extremely useful in solving some questions and problems of organizational behaviour.”

Unstructured and semi-structured interviews were conducted. These interviews were primarily held for identifying the independent variables of the study, through the opinions of the veterans and high-ups in the relevant field. List of the people for unstructured interview has been placed at Appendix ‘VII’

Interviews were also useful in obtaining the general information regarding the state of affairs in the field under study.

At times these interviews were used for clarifying the meanings of the statements in the questionnaires to those respondents who could not comprehend the meanings of the statements due to language barrier, the lack of common vocabulary, especially the respondents from the subjects of Urdu, Islamic studies, and Punjabi, etc.

3.2.3.3 Observations

The researcher, to see the physical indicators of effectiveness for the triangulation purposes personally visited all the colleges included in the sample. It helped in authentication of the qualitative data.

As the questionnaires were interviewer-administered, hence in case of any difficulty faced by the respondents, it was clarified by the researcher, the researcher.

3.2.3.4 Questionnaires

Four questionnaires were framed for the exhaustive study of the topic under consideration. Out of these 04 instruments one was the open-ended questionnaire for extracting general information from the entire respondents. The questionnaires were
found very useful because they were administered quickly and almost inexpensively to
the respondents. By the virtue of anonymity, the respondents were reassured that their
responses would not be used against them in any way. So they felt free to respond with
honesty. Since the questionnaires were standardized, all respondents were given exactly
the same printed questions to answer.

3.2.3.4.1 Development of Questionnaires/ Operationalizing the concepts

The variables were operationally defined to render them measurable. Each of the
variables was given two dimensions, furthering them then each dimension was given two
elements. So each concept had four elements. A set of four questions measured one
concept/variable, whose detail is given in the subsequent part of this chapter. In
development of questionnaires the use of action verbs was also made where necessary if
the variable was simply represented by an action.

Four questionnaires were framed for the vice principals and the senior-most staff
members form the teaching staff, first for measuring the independent variables, second
for measuring effectiveness, third for expected rank ordering of independent variables ,
and the fourth for all the respondents for seeking general opinions.

3.2.3.4.2 Questionnaires for Vice-principals and Senior-most Staff
Members for Measuring the Independent Variables

The items of the instruments were much in common with the ones in the world-
recognized instruments by Hillway (1973, p.427), Harvey (1976, pp.70,71), DECA
(cited in Wolotkiewicz, 1980,pp.56- 61) & Rasmussen (cited in Wolotkiewicz,
1980,p.51. ) All of these instruments are used for `qualitative evaluations of the heads of
educational institutions. The sets of the questionnaires administered to the respondents
were codified to maintain anonymity and confidentiality.

One questionnaire for the senior-most staff members form the teaching staff and
the vice-principals consisted of 32 functional questions for 08 variables, hence 04
questions measuring 01variable. First 04 questions measured vision, questions No. 05-08
measured integrity, questions 09-12 measured pol. networking, questions 13-16 measured courage, questions 17-20 measured initiative, questions 21-24 measured training questions 25-28 measured exposure, and the questions No. 29-32 measured dynamism. Copy of the questionnaires has been placed at Appendix ‘III’ Each question carried five possible responses. In fact the Likert’s Method of summated rating was used. Each response was given a scale value. Thus the scale values for the five responses were 5, 4, 3, 2 and1 respectively. When these values were added, the sum was called score of a particular senior most staff member form the teaching staff or vice principal.

3.2.3.4.3. Questionnaires for Vice-principals and Senior-most Staff Members for Measuring Effectiveness of the Colleges

As Morgan (1997) vividly describes, that there are numerous ways to conceptualize and model an organization, with profound consequences for criteria of effectiveness. These concepts typically deal with organizational form and structure on the one hand and organizational functions and activities on the other. How the organization is designed and how its functions are defined obviously and have important implications for how processes and people are managed.

Morgan (1986) opines that although there are many ways to measure success, a number of factors consistently show up in effectiveness metrics. These include the following:

- Achieving organizational mission
- Operational efficiency-- Operational indicators

According to Peters& Waterman (1982) for any given organization, measures of effectiveness vary, depending upon its mission, environmental context, nature of work, the product or service it produces, and customer demands.

Hence the Mission Statement of Education Department Government of the Punjab (2005) and Education policy of Education Department Government of the Punjab (2005), Objectives of Education Policy Government of Pakistan (1998-2010), i.e., social,
moral, mental physical training through curricular and co-curricular activities and the ‘Progressive Aims of Education’ as described John Dewy cited in (Khalid, 1998) i.e., maximum moral, mental, social, physical training and development of the individual for optimum social competence have been kept in mind, and the following models of institutional effectiveness have also been reviewed before selecting the indicators of effectiveness.

- Goal/outcome Model and Internal process Model
- Kansas City Kansas Community College (2006)
- The Institutional Effectiveness Model -Angelo State University (2006)
- LACCD College (2006)
- Mehmood (1995)

Although it is very difficult to come out with a final word on the ideal model on organizational effectiveness I have to embrace one that serves the purpose and perspective of this study.

In the light of the aims and objectives and the mission statement of the Education Department Government of the Punjab (Government of the Punjab, 2005) it is evident that the goal of the education department is the optimum mental, social, physical development of the individuals to render them fit for the society. The educational institutions fulfill these goals through the provision of conditions and atmosphere conducive for the attainment of these goals. Hence certain indicators can be fixed that can manifest whether these aims and objectives are being attained or not. In this very study these indicators are the curricular and co-curricular activities designed for the attainment of the above-mentioned aims and objectives.
The effectiveness of the college and that of the principal of the college has been treated as synonymous in this study. Fifteen indicators of effectiveness have been taken and 01 question for each indicator has been devised to measure that very indicator by using the action verb. The indicators of effectiveness were delimited to 15 only i.e., only 15 indicators for measuring the effectiveness exhaustively. These indicators were the following:

- Regular class work
- College results for last 03 years
- Maintenance of laboratories, library and play grounds
- Holding of annual sports
- Publishing of college magazine
- Holding of internal exams
- Holding of annual functions in the college
- Student satisfaction
- Public image of the college.
- Placement rate in the workforce
- Functioning of the college office
- Enrollment rate
- Student retention
- Staff development
- College improvement

These elements have been taken from different models of institutional effectiveness. The questionnaire appears at Appendix ‘IV’
3.2.3.4.4. Questionnaires for Vice-principals and the Senior-most Staff Members for Expected Rank-ordering of Variables

A separate questionnaire was framed for the rank-ordering of the variables of the study: Vision, Integrity, Pol.Networking, Courage, Initiative, Professional Mgt. Training, High Exposure, and Dynamism. “Ordinal scale is used to rank order the preferences” (Sekaran, 2003, p.190) Copy of the questionnaires has been placed at Appendix ‘V’

3.2.3.4.5. The Questionnaires for the Vice-principals and Senior-most Staff Members for Seeking General Information

This questionnaire consisted of open-ended questions for gathering general information from the respondents. This instrument had 15 open-ended questions. It is placed at Annexure ‘VI’

3.2.3.4.6. Scales used for Questionnaires

Two separate scales have been used for measuring different variables. For measuring vision, integrity, political networking, courage, initiative, training, exposure dynamism and effectiveness interval scale have been used (Sekaran, 2003, p.188).

For rank ordering of all the independent variables ranking scale i.e., ordinal scale has been used. (Sekaran, 2003, p.190)
3.2.3.4.7 Pre-testing of Questionnaires for Reliability

Although the items were adapted from the tested models yet it was thought desirable to retest the instruments for and reliability. Reliability of the instrument is its consistency to measure what it is supposed to measure. For this purpose the Cronbach's Alpha was calculated with the help of SPSS.15.

Table 3.1

Scale: All Variables

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha based on Standardized Items</td>
</tr>
<tr>
<td>.793</td>
</tr>
</tbody>
</table>

Reliability test measures the consistency of responses. It measures inter-item correlation and inter-item co-variance, which indicates the relationship between different items and the extent to which responses on different items move together.

Cronbach's Alpha is the measure of reliability of responses. Value of Cronbach's Alpha in the range of 0.60 to 0.80 indicates a fair level of reliability of responses, whereas, a lesser than 0.50 indicates poor level of responses.

In this study the Cronbach's Alpha was found to be 0.806, that indicates a fair level of consistency in the responses and make this research more realistic and authentic.
The reliability of each independent variable is given below:

Table 3.2

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of items</td>
</tr>
<tr>
<td>Vision</td>
</tr>
<tr>
<td>Integrity</td>
</tr>
<tr>
<td>Political Networking</td>
</tr>
<tr>
<td>Courage</td>
</tr>
<tr>
<td>Initiative</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>Exposure</td>
</tr>
<tr>
<td>Dynamism</td>
</tr>
<tr>
<td>Effectiveness</td>
</tr>
<tr>
<td>Overall (all items)</td>
</tr>
</tbody>
</table>

Cronbach's Alpha is the measure of reliability of responses. Value of Cronbach's Alpha in the range of 0.60 to 0.80 indicates a fair level of reliability of responses, whereas, a lesser than 0.50 indicates poor level of responses.

3.2.3.4.8 Pre-testing of Questionnaires for Validity

Fink (1995) states about a research instrument, “a valid one is accurate”. Internal and external validity were considered factors of this research process. In order to check the validity of the instruments, in terms of content and format, the instruments were discussed with the expert of the relevant field. After detailed discussions, some items of the instruments were dropped, some were added some were modified; the instruments were improved in the light of their comments, to make them more comprehensible and ambiguity if any was removed.
3.2.3.4.9 Pilot Tests

It is strongly recommended that an author developed instrument of research should be pilot tested in order to render it fit and appropriate for administration (Jhonson & Christenson, 2000 Pp.128-130).

So the pilot tests were carried out during the development stages of the survey. A small number of non-sample respondents completed the instruments before they were administered to the actual sample group. The instruments were pre-tested on a 15 respondents who were not the part of the original sample on the basis of test-retest method. During these tests errors and ambiguities were found and rectified. The times taken to complete the instruments were also noted from the pilot tests. This aided in the logistical planning for the administration of each instrument. There was no significant difference between the responses of the respondents. Hence the instruments were ready to administered

3.2.3.4.10 Administration of Questionnaires

They were interviewer-administered, and every respondent was made aware of the concept of effectiveness and the indicators of effectiveness. The questionnaires were accompanied by the letter of transmittal by the supervisor of this study. This letter is placed at appendix ‘II’

3.2.4 Anonymity & Confidentiality of Respondents

The concept of anonymity has been used to avoid embarrassment in the respondents. As Wolotkiewicz, (1980 p.51), while writing about the evaluation process notes,

“All some means must be developed to insure that input be obtained from as broad a base as possible, yet preserving the anonymity of the individuals in order to acquire more valid information.” According to Salkind (1997, p.40), “Whereas Anonymity means the records cannot be linked with the names, confidentiality is maintained when anything that
is learned about the participant is held in strictest of confidence. This means that information is disguised when necessary (which touches on anonymity as well), but more important all the data are kept controlled situation. The best way to maintain confidentiality is by minimizing the number of the number of people who see or get to handle the data.

Decimone; Werner & Harris (2002, p.248.) note that,

“Some evaluation research projects involve asking participants questions about their own or others’ job performance. The result of these inquiries may be embarrassing or lead to the adverse treatment by others if they are made public. For example, if evaluation of a management development seminar involves asking participants their opinion of their supervisors, supervisors may become angry with participants who report that they do not think that the supervisors are doing a good job. Similarly, other employees may ridicule employees who perform poorly or make mistakes on important outcome measures.

Wherever, possible, steps should be taken to ensure the confidentiality of information collected during an evaluation study. Using code numbers rather than names, collecting only necessary demographic information, reporting group rather than individual results, using encrypted computer files, and securing research materials are all ways to maintain confidentiality. As a result of such efforts, employees may be more willing to participate in the evaluation project.”

Hence the anonymity and confidentiality were the utmost considerations of the present study.
3.3 STATISTICAL TESTS USING SPSS 15.

The following tests were performed in detail to analyze the data:

3.3.1 Descriptive Statistics

For descriptive statistics the following analyses were performed.

- Frequency, Percentage and cumulative Percentage of responses regarding the variables under study
- Variables-wise Analysis
- Item-wise Analysis of variables
- Expected Rank- ordering of Independent Variables
- Actual Rank -ordering of Independent Variables

3.3.2 Inferential Statistical Tests

For inferential statistics the following tests were performed.

- T-Test for single samples (Hypothesis testing)
- Regression Analysis
  - Linear Regression
  - Multiple Regressions
- T-test for Paired Samples (Associations)
3.4 ETHICAL CONSIDERATIONS

The concept of anonymity has been used to avoid embarrassment in the respondents. As Wolotkiewicz, (1980 p.51), while writing about the evaluation process notes,

“Some means must be developed to insure that input be obtained from as broad a base as possible, yet preserving the anonymity of the individuals in order to acquire more valid information.”

According to Salkind (1997, p.40)

“Whereas Anonymity means the records cannot be linked with the names, confidentiality is maintained when anything that is learned about the participant is held in strictest of confidence. This means that information is disguised when necessary (which touches on anonymity as well), but more important all the data are kept controlled situation. The best way to maintain confidentiality is by minimizing the number of people who see or get to handle the data.”

An attempt has been made not to harm any respondent psychologically and the confidentiality of the public document has been maintained to the optimum level.
CHAPTER 4

ANALYSIS, RESULTS & DISCUSSION

In this chapter the statistical calculations based on the statistical tests performed were obtained. And these statistical results have been analyzed on the basis of parameters, and the statistical inferences have been drawn from that analysis.

4.1 ANALYSIS OF DESCRIPTIVE STATISTICS

The descriptive statistics given below give the crude or superficial picture of the survey results. The final inferences are drawn from the inferential statistical tests mentioned in the succeeding pages of the thesis.

4.1.1 Variable-wise Analysis

Their position is as regards the descriptive statistics along with superficial/apparent results and explanation is given in the subsequent part of this chapter.

The inferences were drawn from the inferential statistics that are meant for this purpose. Therefore hypotheses were tested using the inferential statistical tests which appear in the subsequent part of this chapter.
1. Vision: It is the first independent variable in the study. The hypothesis regarding this was:

The principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess the desirable characteristic of vision necessary for effectiveness.

Table 4.1 Responses about Vision

<table>
<thead>
<tr>
<th>Vision</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>13</td>
<td>12.4</td>
<td>12.4</td>
</tr>
<tr>
<td>SD</td>
<td>57</td>
<td>54.3</td>
<td>66.7</td>
</tr>
<tr>
<td>D</td>
<td>27</td>
<td>25.7</td>
<td>92.4</td>
</tr>
<tr>
<td>UD</td>
<td>8</td>
<td>7.6</td>
<td>100.0</td>
</tr>
<tr>
<td>A</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As it is clear from the table 4.1 that out of 105 respondents 13 strongly disagreed 57 disagreed, 27 were undecided and 08 agreed to the statement that the frontline management / principals possess the desirable characteristic of vision. Collectively 68/105 disagreed, 08 agreed to the statement and 27 were undecided and did not express their opinion.

In percentage term these were 12.4%, 54.3%, 25.7% and 7.6% respectively. In cumulative percentage terms 66% respondents disagreed either strongly or simply and 7.6% agreed to the statement, while 25.7% of the respondents did not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not possess the desirable characteristic of vision necessary for effectiveness.
2. Integrity. It is the 2\textsuperscript{nd} independent variable in the study and the hypothesis regarding this was:

The principals of the public-sector postgraduate colleges in the Punjab, Pakistan, possess the desirable characteristic of integrity for effectiveness.

**Table 4.2 Responses about Integrity**

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>2</td>
<td>1.9</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>20.9</td>
<td>20.9</td>
<td>21.8</td>
</tr>
<tr>
<td>UD</td>
<td>29</td>
<td>27.6</td>
<td>27.6</td>
<td>49.4</td>
</tr>
<tr>
<td>A</td>
<td>52</td>
<td>50.6</td>
<td>50.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.3 shows that out of 105 respondents 02 strongly disagreed 22 disagreed, 29 were undecided and 52 agreed to the statement that the frontline management /the principals possess the desirable characteristic of integrity for effectiveness. Collectively 24 /105 disagreed, 52 agreed to the statement and 29 were undecided and did not express their opinion.

In percentage terms these were 1.9 \%, 20.9 \%, 27.6\% and 50.6 \% respectively. In cumulative percentage terms 21.8 \% respondents disagreed either strongly or simply and 50.6\% agreed to the statement, while 27.6 \% of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that the principals possess the desirable characteristic of integrity necessary for effectiveness.
3. Political Networking. It is 3rd independent variable in the study.

The hypothesis regarding this was:

The principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess the desirable characteristic of political networking necessary for effectiveness.

Table 4.3 Responses about Political Networking

<table>
<thead>
<tr>
<th>Political Networking</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>12</td>
<td>11.4</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>9</td>
<td>8.5</td>
<td>19.9</td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>16</td>
<td>15.2</td>
<td>35.1</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>68</td>
<td>67.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.2 shows that out of 105 respondents 12 strongly disagreed 9 disagreed, 16 were undecided and 68 agreed to the statement that the frontline management / principals possess the desirable characteristic of political networking. Collectively 21/105 disagreed, 68 agreed to the statement and 16 were undecided and did not express their opinion.

In percentage terms this were11.4 %, 8.5%, 15.2.2% and 67.8% respectively? In cumulative percentage terms 19.9% respondents disagreed either strongly or simply, 67.8% agreed either strongly or simply to the statement, while 15.2% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who disagreed, meaning thereby that the principals possess the desirable characteristic of political networking necessary for effectiveness.
4. **Courage.** It is the 4\textsuperscript{th} independent variable in the study and the hypothesis regarding this was:

The principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess the desirable characteristic of courage for effectiveness.

Table 4.4 **Responses about Courage**

<table>
<thead>
<tr>
<th>Courage</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>20</td>
<td>19.0</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
<td>68.6</td>
<td>68.6</td>
<td>88.6</td>
</tr>
<tr>
<td>UD</td>
<td>7</td>
<td>6.7</td>
<td>6.7</td>
<td>95.3</td>
</tr>
<tr>
<td>A</td>
<td>6</td>
<td>4.7</td>
<td>4.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.4 shows that out of 105 respondents 20 strongly disagreed 72 disagreed, 07 were undecided and 06 agreed to the statement that the frontline management / the principals possess the desirable characteristic of courage for effectiveness. Collectively 92/105 disagreed, 06 agreed to the statement and 07 were undecided and did not express their opinion.

In percentage terms these were 19%, 68.6%, 6.7% and 4.7% respectively. In cumulative percentage terms 88.6% respondents disagreed either strongly or simply and 4.7% agreed to the statement, while 6.7% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not possess the desirable characteristic of courage necessary for effectiveness.
5. Initiative. It is the 5th independent variable in this study and the hypothesis regarding this was:

The principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess the desirable characteristic of initiative for effectiveness.

Table 4.5 Responses about initiative

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>12</td>
<td>11.4</td>
<td>11.4</td>
<td>11.4</td>
</tr>
<tr>
<td>D</td>
<td>48</td>
<td>45.7</td>
<td>45.7</td>
<td>57.1</td>
</tr>
<tr>
<td>UD</td>
<td>25</td>
<td>23.8</td>
<td>23.8</td>
<td>80.9</td>
</tr>
<tr>
<td>A</td>
<td>20</td>
<td>19.1</td>
<td>19.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.5 shows that out of 105 respondents 12 strongly disagreed 48 disagreed, 25 were undecided and 20 agreed to the statement that the frontline management / the principals do not possess the desirable characteristic of initiative. Collectively 60/105 disagreed, 20 agreed to the statement and 25 were undecided and did not express their opinion.

In percentage terms, these were 11.4%, 45.7%, 23.8 % and 19.1 % respectively. In cumulative percentage terms 57.1% respondents disagreed either strongly or simply and 19.1% agreed to the statement and 23.8% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not possess the desirable characteristic of initiative necessary for effectiveness.
6. Training. It is the 6th independent variable of the study and the hypothesis regarding this was:

The principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess the desirable characteristic of training for effectiveness.

Table 4.6 Responses about Training

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>28</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>D</td>
<td>34</td>
<td>32.4</td>
<td>32.4</td>
<td>59.1</td>
</tr>
<tr>
<td>UD</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>79.1</td>
</tr>
<tr>
<td>A</td>
<td>13</td>
<td>12.4</td>
<td>12.4</td>
<td>91.5</td>
</tr>
<tr>
<td>SA</td>
<td>09</td>
<td>8.5</td>
<td>8.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.6 shows that out of 105 respondents 28 strongly disagreed, 34 disagreed, 21 were undecided, 13 agreed and 9 strongly agreed to the statement that the frontline management / the principals possess the desirable characteristic of training for effectiveness. Collectively 62/105 disagreed, 22 agreed to the statement and 21 were undecided and did not express their opinion.

In percentage terms these were 26.7%, 32.4%, 20%, 12.4% and 8.5% respectively. In cumulative percentage terms 59.1% respondents disagreed either strongly or simply and 20.9% agreed to the statement either strongly or simply, 20% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not possess the desirable characteristic of training necessary for effectiveness.
7. **Exposure.** It is the 7th independent variable of the study and the hypothesis regarding this was:

The principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan; possess the desirable characteristic of exposure for effectiveness.

**Table 4.7 Responses about Exposure**

<table>
<thead>
<tr>
<th>Exposure</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD 27</td>
<td>25.8</td>
<td>25.8</td>
<td>25.8</td>
</tr>
<tr>
<td></td>
<td>D 34</td>
<td>32.4</td>
<td>32.4</td>
<td>58.2</td>
</tr>
<tr>
<td></td>
<td>UD 25</td>
<td>23.8</td>
<td>23.8</td>
<td>82.0</td>
</tr>
<tr>
<td></td>
<td>A 14</td>
<td>13.3</td>
<td>13.3</td>
<td>95.3</td>
</tr>
<tr>
<td></td>
<td>SA 05</td>
<td>4.7</td>
<td>4.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.7 shows that out of 105 respondents 27 strongly disagreed, 34 disagreed, 25 were undecided 14 agreed and 05 strongly agreed to the statement that the frontline management / the principle possess the desirable characteristic of exposure for effectiveness. Collectively 61/105 disagreed, 19 agreed to the statement and 25 were undecided and did not express their opinion.

In percentage terms these were, 25.8 %, 32.4 %, 23.8%, 13.3 % and 4.7 % respectively. In cumulative percentage terms 58.2 % respondents disagreed either strongly or simply, 18 % agreed to the statement either strongly or simply, and 23.8 % of the respondents have not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not the desirable characteristic of exposure necessary for effectiveness.
8. Dynamism. It is the 8th independent variable of the study and the hypothesis regarding this was:

The principal of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan; possess the desirable characteristic of dynamism necessary for effectiveness.

Table 4.8 Responses about Dynamism

<table>
<thead>
<tr>
<th>Dynamism</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>13</td>
<td>11.4</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>52</td>
<td>49.5</td>
<td>60.9</td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>21</td>
<td>19.9</td>
<td>80.8</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>19</td>
<td>18.9</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table 4.8 and the shows that out of 105 respondents 13 strongly disagreed, 52 disagreed, 21 were undecided and 19 agreed to the statement that the frontline management / the principals possess the desirable characteristic of dynamism necessary for effectiveness. Collectively 65/105 disagreed, 19 agreed to the statement and 21 were undecided and did not express their opinion.

In percentage terms these were 11.4%, 49.5%, 19.9% and 18.9% respectively. In cumulative percentage terms 60.9% respondents disagreed either strongly or simply and 18.9% agreed to the statement, 19.9% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals do not possess the desirable characteristic of dynamism necessary for effectiveness.
9. Effectiveness

It is the dependent variable of the study. The framework for effectiveness consists of 15 indicators. The same 105 respondents gave responses about effectiveness who gave responses about the characteristics for effectiveness.

The hypothesis regarding this was:

The selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan; possess effectiveness.

**Table 4.9 Responses about Effectiveness**

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>18</td>
<td>17.1</td>
<td>17.1</td>
<td>17.1</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
<td>52.4</td>
<td>52.4</td>
<td>69.5</td>
</tr>
<tr>
<td>UD</td>
<td>23</td>
<td>21.9</td>
<td>21.9</td>
<td>91.4</td>
</tr>
<tr>
<td>A</td>
<td>09</td>
<td>8.6</td>
<td>8.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

It is obvious from the table 4.9 that out of 105 respondents 18 strongly disagreed, 55 disagreed, 23 were undecided and 09 agreed to the statement the public-sector postgraduate colleges possess effectiveness. Collectively 73/105 disagreed strongly or simply, 09 agreed to the statement and 23 were undecided and did not express their opinion.

In percentage terms these were 17.1 %, 52.4 %, 21.9 and 8.6 % respectively. In cumulative percentage terms 69.5 % respondents disagree either strongly or simply, 8.6 % agreed to the statement and 21.9 % of the respondents did not express their opinion. Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the public-sector postgraduate colleges do not possess effectiveness.
4.1.2 Analyses of some Items of Independent Variables

(i) The principal plans his future activities about college.

Table 4.10  Responses about Future Activities

<table>
<thead>
<tr>
<th>Future Activities</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>15</td>
<td>14.3</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>D</td>
<td>54</td>
<td>51.4</td>
<td>51.4</td>
<td>65.7</td>
</tr>
<tr>
<td>UD</td>
<td>22</td>
<td>21.0</td>
<td>21.0</td>
<td>86.7</td>
</tr>
<tr>
<td>A</td>
<td>14</td>
<td>13.3</td>
<td>13.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.10 shows that out of 105 respondents 15 strongly disagreed 54 disagreed, 22 were undecided and 14 agreed to the statement that the frontline management / principals plan their future activities about college. Collectively 69/105 disagreed, 14 agreed to the statement and 22 were undecided and did not express their opinion.

In percentage terms this were14.3%, 51.4 %, 21% and 13.3% respectively. In cumulative percentage terms 65.7% respondents disagreed either strongly or simply and 13.3% agreed to the statement while 21% of the respondents did not express their opinion.

Hence majority of the respondents disagree to the statement as compared to the ones who agreed, meaning thereby that majority of the principals the do not plan their future activities about college.
(ii) The principal thinks he can make difference to the college.

Table 4.11 Responses about Thinking a Difference

<table>
<thead>
<tr>
<th>Thinking a Difference</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>17</td>
<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
</tr>
<tr>
<td>D</td>
<td>67</td>
<td>63.8</td>
<td>63.8</td>
<td>80.0</td>
</tr>
<tr>
<td>UD</td>
<td>18</td>
<td>17.1</td>
<td>17.1</td>
<td>97.1</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.12 shows that out of 105 respondents 17 strongly disagreed, 67 disagreed, 18 were undecided and 03 agreed to the statement that the frontline management / principals think that they can make difference to the college Collectively 84/105 disagreed, 03 agreed to the statement and 18 were undecided and did not express their opinion.

In percentage terms this were16.2%, 63.8%, 17.1% and 2.9% respectively. In cumulative percentage terms 80% respondents disagreed either strongly or simply and only 2.9 agreed to the statement while 17.1% of the respondents did not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals do not think they can make difference to the college.
(iii) The principal always keeps his commitments.

Table 4.12  **Responses about Commitments**

<table>
<thead>
<tr>
<th>Commitments</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>17.1</td>
<td>17.1</td>
<td>17.1</td>
</tr>
<tr>
<td>UD</td>
<td>28</td>
<td>26.7</td>
<td>26.7</td>
<td>43.8</td>
</tr>
<tr>
<td>A</td>
<td>59</td>
<td>56.2</td>
<td>56.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.12 shows that out of 105 respondents 0 strongly disagreed, 18 disagreed, 28 were undecided and 59 agreed to the statement that the frontline management / The principal always keeps his commitments. Collectively 18/105 disagreed, 59 agreed to the statement and 28 are undecided and did not express their opinion.

In percentage terms these were 0 %, 17.1%, 26.7.1% and 56.2% respectively. In cumulative percentage terms 17.1 % respondents disagreed either strongly or simply and 56.2% agreed to the statement while 26.7 % of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals always keep their commitments.
(iv) Principal admits mistakes on his part.

Table 4.13  **Responses about Admission of Mistakes**

<table>
<thead>
<tr>
<th>Admission of Mistakes</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>2</td>
<td>1.9</td>
<td>1.9</td>
<td>1.9</td>
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<tr>
<td>D</td>
<td>40</td>
<td>38.9</td>
<td>38.0</td>
<td>39.9</td>
</tr>
<tr>
<td>UD</td>
<td>20</td>
<td>19.0</td>
<td>19.0</td>
<td>58.9</td>
</tr>
<tr>
<td>A</td>
<td>43</td>
<td>40.9</td>
<td>40.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.13 shows that out of 105 respondents 02 strongly disagreed, 40 disagreed, 20 were undecided and 43 agreed to the statement that the frontline management /the principal admits mistakes on his part. Collectively 42/105 disagreed, 43 agreed to the statement and 20 were undecided and did not express their opinion.

In percentage terms these were 1.9 %, 38 %, 19% and 39.1% respectively. In cumulative percentage terms 39.9% respondents disagreed either strongly or simply and 40.9 % agreed to the statement while 19 % of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals admit mistakes on their part.
(v). Principal shares bad news along with the good news with the staff regarding college.

**Table 4.14 Responses about Sharing of Bad/Good News.**

<table>
<thead>
<tr>
<th>Sharing of Bad/good News</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>6.7</td>
<td>6.7</td>
<td>7.7</td>
</tr>
<tr>
<td>UD</td>
<td>39</td>
<td>37.1</td>
<td>37.1</td>
<td>44.8</td>
</tr>
<tr>
<td>A</td>
<td>58</td>
<td>55.2</td>
<td>55.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.14 shows that out of 105 respondents 01 strongly disagreed 07 disagreed, 39 were undecided and 58 agreed to the statement that the frontline management / the principal shares bad news along with the good news with the staff regarding college. Collectively 08/105 disagreed, 58 agreed to the statement and 39 were undecided and did not express their opinion.

In percentage terms these were 01 %, 6.7%, 37.1% and 55.2% respectively. In cumulative percentage terms 7.7% respondents disagreed either strongly or simply and 55.2% agreed to the statement while 37.1 % of the respondents have not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals share bad news along with the good news with the staff regarding college.
(vi) The principal does not get personal benefits at cost of college.

**Table 4.15 Responses about Personal Benefits**

<table>
<thead>
<tr>
<th>Personal benefits.</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>5</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>SD</td>
<td>22</td>
<td>21.0</td>
<td>21.0</td>
<td>25.8</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>28.6</td>
<td>28.6</td>
<td>54.4</td>
</tr>
<tr>
<td>UD</td>
<td>48</td>
<td>45.7</td>
<td>45.7</td>
<td>100.0</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.15 shows that out of 105 respondents 05 strongly disagreed 22 disagreed, 30 were undecided and 48 agreed to the statement that the frontline management / the principal does not get personal benefits at the cost of college. Collectively 27/105 disagreed, 48 agreed to the statement and 30 are undecided and did not express their opinion.

In percentage terms these were 4.8 %, 21%, 28.6% and 45.7% respectively. In cumulative percentage terms 25.8 % respondents disagreed either strongly or simply and 45.7% agreed to the statement while 21 % of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals do not get personal benefits at the cost of college.
(vii) The Principal is well-connected to the staff.

Table 4.16 Responses about Connection to Staff

<table>
<thead>
<tr>
<th>Connection to Staff</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>8</td>
<td>7.6</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td>D</td>
<td>29</td>
<td>27.6</td>
<td>27.6</td>
<td>35.2</td>
</tr>
<tr>
<td>UD</td>
<td>13</td>
<td>12.4</td>
<td>12.4</td>
<td>47.6</td>
</tr>
<tr>
<td>A</td>
<td>55</td>
<td>52.4</td>
<td>52.4</td>
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</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.16 shows that out of 105 respondents 08 strongly disagreed 29 disagreed, 13 were undecided and 55 agreed to the statement that the frontline management / Principal is well-connected to the staff. Collectively 37/105 disagreed, 55 agreed to the statement and 13 were undecided and did not express their opinion.

In percentage term these were 7.6%, 27.6%, 12.4% and 52.4% respectively. In cumulative percentage terms 35.2% respondents disagreed either strongly or simply and 52.4% agreed to the statement while 12.4% of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals are well-connected to the staff.
Principal is connected to the local politicians.

Table 4.17 Responses about Connection to the Local Politicians

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
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<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
</tr>
<tr>
<td>SD</td>
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<td>2.9</td>
<td>2.9</td>
<td>19.1</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>5.7</td>
<td>5.7</td>
<td>24.8</td>
</tr>
<tr>
<td>UD</td>
<td>79</td>
<td>75.2</td>
<td>75.2</td>
<td>100.0</td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.17 shows that out of 105 respondents 17 strongly disagreed 03 disagreed, 06 were undecided, 79 agreed to the statement that the frontline management / Principals connected to the local politicians. Collectively, 20/105 disagreed strongly or simply, 79 agreed to the statement and 06 were undecided and did not express their opinion.

In percentage term these were 16.2 2.9%, 5.7% and 75.2% respectively. In cumulative percentage terms 19.1 % respondents disagreed either strongly or simply and 75.2 % agreed to the statement while 5.7 % of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals are connected to the local politicians.
(x) The principal has connections with some prominent politician.

Table 4.18 Responses about Connections with some Prominent Politician

<table>
<thead>
<tr>
<th>Connections with prominent politician</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>8</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>31</td>
<td>29.5</td>
<td>40.9</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>62</td>
<td>59.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.18 shows that out of 105 respondents 08 strongly disagreed, 04 disagreed, 31were undecided and 62 agreed to the statement that the frontline management / the principal has connections with some prominent politician. Collectively 12/105 disagreed, 62 agreed to the statement and 31 were undecided and did not express their opinion.

In percentage terms these were 7.6 %, 3.8%, 29.5% and 59.1%respectively. In cumulative percentage terms 11.4 % respondents disagreed either strongly or simply and 59.1% agreed to the statement while 29.5 % of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals have connections with some prominent politicians.
(xi) Principal does not compromise with the pressure groups.

Table 4.19  Responses about Compromise with Pressure Groups

<table>
<thead>
<tr>
<th>Compromise with Pressure Groups</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>29</td>
<td>27.6</td>
<td>27.6</td>
<td>27.6</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
<td>60.0</td>
<td>60.0</td>
<td>87.6</td>
</tr>
<tr>
<td>UD</td>
<td>8</td>
<td>7.6</td>
<td>7.6</td>
<td>95.2</td>
</tr>
<tr>
<td>A</td>
<td>5</td>
<td>4.8</td>
<td>4.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.19 shows that out of 105 respondents 29 strongly disagreed, 63 disagreed, 8 were undecided and 5 agreed to the statement that the frontline management / Principal does not compromise with the pressure groups. Collectively 92/105 disagreed, 5 agreed to the statement and 8 are undecided and did not expressed their opinion.

In percentage terms these were 27.6 %, 60%, 7.6% and 4.8% respectively. In cumulative percentage terms 87.6% respondents disagreed either strongly or simply and 4.8% agreed to the statement while 7.6 % of the respondents did not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals do not compromise with the pressure groups.
(xi) Principal takes stand wherever necessary.

**Table 4.20. Responses about Takes Necessary Stand**

<table>
<thead>
<tr>
<th>Necessary Stands</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>11</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Valid D</td>
<td>75</td>
<td>71.4</td>
<td>71.4</td>
<td>81.9</td>
</tr>
<tr>
<td>Valid UD</td>
<td>10</td>
<td>9.5</td>
<td>9.5</td>
<td>91.4</td>
</tr>
<tr>
<td>Valid A</td>
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<td>8.6</td>
<td>8.6</td>
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</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.20 shows that out of 105 respondents 11 strongly disagreed, 75 disagreed, 10 undecided and 09 agreed to the statement that the frontline management / principals take stand wherever necessary. Collectively 86/105 disagreed, 09 agreed to the statement and 10 are undecided and did not expressed their opinion.

In percentage terms these were 10.55%, 71.4%, 9.5% and 8.6% respectively. In cumulative percentage terms 81.9% respondents disagreed either strongly or simply and 8.6 agreed to the statement while 9.5 % of the respondents have not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals do not take stand wherever necessary.
(xii) The principal does not sidetrack the hard decisions.

Table 4.21 **Responses about Side-tracking of Hard Decision**

<table>
<thead>
<tr>
<th>Sidetracking of Hard Decisions</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>20</td>
<td>19.0</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Valid D</td>
<td>75</td>
<td>71.4</td>
<td>71.4</td>
<td>90.5</td>
</tr>
<tr>
<td>Valid UD</td>
<td>5</td>
<td>4.8</td>
<td>4.8</td>
<td>95.2</td>
</tr>
<tr>
<td>Valid A</td>
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<td>4.8</td>
<td>4.8</td>
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<tr>
<td>Total</td>
<td>105</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.21 and the corresponding simple bar chart shows that out of 105 respondents 20 strongly disagreed, 75 disagreed, 5 were undecided and 5 agreed to the statement that the frontline management / the principals do not sidetrack the hard decisions. Collectively 95/105 disagreed, 5 agreed to the statement and 5 are undecided and did not express their opinion.

In percentage terms these were, 19%, 71.4%, 4.8% and 4.8% respectively. In cumulative percentage terms 90.5% respondents disagreed either strongly or simply and 4.8% agreed to the statement while 4.8% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals sidetrack the hard decision.
(xiii) The principal openly expresses his opinion.

Table 4.22 Responses about Open Expression of Opinion

<table>
<thead>
<tr>
<th>Open Expression of Opinion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>23</td>
<td>21.9</td>
<td>21.9</td>
<td>21.9</td>
</tr>
<tr>
<td>D</td>
<td>74</td>
<td>70.5</td>
<td>70.5</td>
<td>92.4</td>
</tr>
<tr>
<td>UD</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
<td>96.2</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.22 shows that out of 105 respondents 23 strongly disagreed 74 disagreed, 04 were undecided and 04 agreed to the statement that the frontline management / The principal openly expresses his opinion. Collectively 97/105 disagreed, 04 agreed to the statement and 04 were undecided and did not express their opinion.

In percentage terms these were 21.9%, 70.5%, 3.8% and 3.8% respectively. In cumulative percentage terms 92.4% respondents disagree either strongly or simply and 3.8% agreed to the statement while 3.8% of the respondents did not express their opinion.

Hence majority of the respondents disagree to the statement as compared to the ones who agreed, meaning thereby that majority of the principals do not openly expresses their opinion.
(xix) The principal initiates action without delay.

Table 4.23  Responses about Action without Delay

<table>
<thead>
<tr>
<th>Action without Delay</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>SD</td>
<td>48</td>
<td>45.7</td>
<td>45.7</td>
<td>45.7</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>23.8</td>
<td>23.8</td>
<td>70.5</td>
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<tr>
<td>UD</td>
<td>31</td>
<td>29.5</td>
<td>29.5</td>
<td>100.0</td>
</tr>
<tr>
<td>A</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.23 shows that out of 105 respondents 01 strongly disagreed, 48 disagreed, 25 were undecided and 31 agreed to the statement that the frontline management / the principals realize what needs to be done in time. Collectively 49/105 disagreed strongly or simply, 31 agreed to the statement and 25 were undecided and did not express their opinion.

In percentage terms these were 01%, 45.7 %, 23.8% and 29.5 % respectively. In cumulative percentage terms 45.7% respondents disagreed either strongly or simply and 29.5% agreed to the statement and 23.8% of the respondents did not express their opinion.

Hence majority of the respondents agree to the statement as compared to the ones who disagreed, meaning thereby that majority of the principal do not initiate action without delay.
(xv) Principals have on the job training for the present assignment

Table 4.24  Responses about On the Job Training

<table>
<thead>
<tr>
<th>On the Job Training</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.24 shows that out of 105 respondents 05 strongly disagreed 09 disagreed, 01 was undecided 51 agreed and 39 strongly agreed to the statement that the frontline management /Principals have on the job training for the present assignment. Collectively 14 /105 disagreed, 90 agreed to the statement and 01 was undecided and did not express his opinion.

In percentage terms these were 4.8%, 8.6%, 01 %, 48.6% and 37.1% respectively. In cumulative percentage terms 13.4 % respondents disagreed either strongly or simply and 85.7 % agreed to the statement either simply or strongly, 01% of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed meaning thereby that majority of the principals have on the job training for the present assignment.
(xvi) The principal did in-service training in some organization.

Table 4.25 Responses about In-service Training

<table>
<thead>
<tr>
<th>In-Service Training</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>14</td>
<td>13.3</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>D</td>
<td>26</td>
<td>24.8</td>
<td>24.8</td>
<td>38.1</td>
</tr>
<tr>
<td>UD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>39.0</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
<td>43.8</td>
<td>43.8</td>
<td>82.9</td>
</tr>
<tr>
<td>SA</td>
<td>18</td>
<td>17.1</td>
<td>17.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.25 shows that out of 105 respondents 14 strongly disagreed 26 disagreed, 01 was undecided, 46 agreed and 18 strongly agreed to the statement that the frontline management / the principals did in-service training in some organization. Collectively 40/105 disagreed, 64/105 agreed to the statement and 01 was undecided and have not expressed his opinion.

In percentage terms these were 13.3%, 24.8%, 01%, 43.8% and 17.1% respectively. In cumulative percentage terms 38.1 % respondents disagreed either strongly or simply and 60.9 % agreed to the statement simply or strongly, and 01% of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that majority of the principals did in-service training in some organization.
The principal received his secondary education in some reputed school.

Table 4.26 Responses about Secondary Education

<table>
<thead>
<tr>
<th>Secondary Education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>22</td>
<td>21.0</td>
<td>21.0</td>
<td>21.0</td>
</tr>
<tr>
<td>D</td>
<td>37</td>
<td>35.2</td>
<td>35.2</td>
<td>56.2</td>
</tr>
<tr>
<td>UD</td>
<td>20</td>
<td>18.2</td>
<td>18.2</td>
<td>74.4</td>
</tr>
<tr>
<td>A</td>
<td>18</td>
<td>17.9</td>
<td>17.9</td>
<td>92.4</td>
</tr>
<tr>
<td>SA</td>
<td>8</td>
<td>7.6</td>
<td>7.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.26 shows that out of 105 respondents 22 strongly disagreed, 37 disagreed, 20 were undecided, 18 agreed and 08 strongly agreed to the statement that the frontline management / the principals received their secondary education in some reputed school. Collectively 59/105 disagreed, 26/105 agreed to the statement and 20 were undecided and did not express their opinion.

In percentage terms these were 21%, 35.2%, 18.2%, 17.9% and 7.6% respectively. In cumulative percentage terms 56.2% respondents disagreed either strongly or simply and 25.5% agreed to the statement simply or strongly, and 18.2% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals did not receive their secondary education in some reputed school.
(xviii) The principal had his college education in one of the reputed colleges of Pakistan or some reputed college abroad

**Table 4.27  Responses about College Education**

<table>
<thead>
<tr>
<th>College Education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>22</td>
<td>21.0</td>
<td>21.0</td>
<td>21.0</td>
</tr>
<tr>
<td>D</td>
<td>49</td>
<td>46.7</td>
<td>46.7</td>
<td>67.6</td>
</tr>
<tr>
<td>UD</td>
<td>19</td>
<td>17.4</td>
<td>17.4</td>
<td>85.0</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>7.8</td>
<td>7.8</td>
<td>93.3</td>
</tr>
<tr>
<td>SA</td>
<td>7</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.27 shows that out of 105 respondents 22 strongly disagreed, 49 disagreed, 19 were undecided, 08 agreed and 07 strongly agreed to the statement that the frontline management / the principals had their college education in one of the reputed colleges of Pakistan or some reputed college abroad. Collectively 71/105 disagreed, 15/105 agreed to the statement and 19 were undecided and did not express his opinion. In percentage terms these were 21%, 46.7%, 17.4%, 7.8% and 6.7% respectively. In cumulative percentage terms 67.6 % respondents disagreed either strongly or simply and 14.5% agreed to the statement simply or strongly, and 17.4% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed meaning thereby that majority of the principals did not have their college education in one of the reputed colleges of Pakistan or some reputed college abroad.
(xiv) The principal enjoys good health.

Table 4.28 **Responses about Status of Health**

<table>
<thead>
<tr>
<th>Status of Health</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
<td>38.6</td>
<td>38.6</td>
<td>58.6</td>
</tr>
<tr>
<td>UD</td>
<td>20</td>
<td>19.0</td>
<td>19.0</td>
<td>78.6</td>
</tr>
<tr>
<td>A</td>
<td>24</td>
<td>21.4</td>
<td>21.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.28 shows that out of 105 respondents 21 strongly disagreed, 40 disagreed, 20 were undecided and 24 agreed to the statement that the frontline management / the principals enjoy good health. Collectively 61/105 disagreed, 44/105 agreed to the statement and 20 were undecided and did not express their opinion.

In percentage terms these were 20%, 38.6%, 19% and 21.4% respectively. In cumulative percentage terms 58.6 % respondents disagreed either strongly or simply and 21.4 % agreed to the statement, and 19% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals do not enjoy good health.
(xx) The principal supervises the activities vigorously.

Table 4.29  Responses about Vigor of Supervision

<table>
<thead>
<tr>
<th>Vigor of Supervision</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>D</td>
<td>59</td>
<td>56.2</td>
<td>56.2</td>
<td>60.0</td>
</tr>
<tr>
<td>UD</td>
<td>26</td>
<td>24.8</td>
<td>24.8</td>
<td>84.8</td>
</tr>
<tr>
<td>A</td>
<td>15</td>
<td>14.3</td>
<td>14.3</td>
<td>99.0</td>
</tr>
<tr>
<td>SA</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.29 shows that out of 105 respondents 4 strongly disagreed, 59 disagreed, 26 were undecided, 15 agreed and 01 strongly agreed to the statement that the frontline management / the principal supervises the activities vigorously. Collectively 63/105 disagreed, 16/105 agreed to the statement and 26 were undecided and did not express their opinion.

In percentage terms these were 3.8%, 56.2%, 24.8%, 14.3% and 1% respectively. In cumulative percentage terms 60.0% respondents disagreed either strongly or simply and 15.3% agreed to the statement simply or strongly, and 24.8% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that majority of the principals the principals do not supervise the activities vigorously.
4.1.2.1 Effectiveness Item-wise

It is the dependent variable of the study. The framework for effectiveness consists of 15 indicators. The same 105 respondents give responses about effectiveness who gave responses about the characteristics for effectiveness.

The detailed analysis of 15 indicators of effectiveness is as under:

1. Class work is regular.

**Table 4.30  Responses about Class work**

<table>
<thead>
<tr>
<th>Class Work</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
<td>38.1</td>
<td>38.1</td>
<td>41.0</td>
</tr>
<tr>
<td>UD</td>
<td>5</td>
<td>4.8</td>
<td>4.8</td>
<td>45.7</td>
</tr>
<tr>
<td>A</td>
<td>57</td>
<td>54.3</td>
<td>54.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.30 shows that out of 105 respondents 03 strongly disagreed 40 disagreed, 05 were undecided and 57 agreed to the statement that the class work is regular. Collectively 43/105 disagreed, 57/105 agreed to the statement and 05 were undecided and did not express their opinion.

In percentage terms these were 2.9%, 38.1%, 4.8% and 54.3% respectively. In cumulative percentage terms 41 % respondents disagreed either strongly or simply and 54.3 % agreed to the statement and 4.8% of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones those disagreed, meaning thereby that the class work is regular.
2. University Exams. results for the last 03 years are positive.

Table 4.31 Responses about University Exams. Results

<table>
<thead>
<tr>
<th>University Exams</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>D</td>
<td>49</td>
<td>46.7</td>
<td>46.7</td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>41</td>
<td>39.0</td>
<td>85.7</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>15</td>
<td>14.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.31 shows that out of 105 respondents disagreed 41 disagree, 49 were undecided and 15 agreed to the statement that the university exams. results for the last 03 years are positive. Collectively 49/105 disagreed, 15/105 agreed to the statement and 41 were undecided and did not express their opinion.

In percentage terms these were 46.7%, 39% and 14.3% respectively. In cumulative percentage terms 46.7% respondents disagreed, 39% agreed to the statement and 14.3% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones those agreed, meaning thereby that the university exams. results for the last 03 years were not positive.
3. Labs, library and playgrounds are properly maintained.

Table 4.32 Responses about Maintenance of Labs, Libraries and Playgrounds

<table>
<thead>
<tr>
<th>Maintenance of Labs, Libraries and Playgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid SD</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>UD</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

In this case the table 4.32 shows that out of 105 respondents 01 strongly disagreed, 84 disagreed, 08 were undecided and 12 agreed to the statement that the labs; library and playgrounds are properly maintained. Collectively 85/105 disagreed, 12/105 agreed to the statement and 08 were undecided and did not express his opinion.

In percentage terms these were 01%, 80%, 7.6% and 11.4% respectively. In cumulative percentage terms 81% respondents disagreed either strongly or simply and 11.4% agreed to the statement and 7.6% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones those agreed, meaning thereby that the labs; library and playgrounds are not properly maintained.
4. Annual sports competition is held every year.

Table 4.33  **Responses about Annual Sports**

<table>
<thead>
<tr>
<th>Annual Sports</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>91</td>
<td>86.7</td>
<td>86.7</td>
<td>87.6</td>
</tr>
<tr>
<td>UD</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
<td>90.5</td>
</tr>
<tr>
<td>A</td>
<td>10</td>
<td>9.5</td>
<td>9.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table4.33 shows that out of 105 respondents 01 strongly disagreed, 91 disagreed, 03 were undecided and 10 agreed to the statement that the annual sports competition is held every year. Collectively 92/105 disagreed, 10/105 agreed to the statement and 03 were undecided and did not express their opinion.

In percentage terms these were 01%, 86.7%, 2.9% and 9.5% respectively. In cumulative percentage terms 87.6 % respondents disagree either strongly or simply and 9.5 % agreed to the statement simply or strongly, and 2.9% of the respondents have not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the annual sports competitions are not held every year.
5. College Magazine is published every year.

**Table 4.34  Responses about College Magazine**

<table>
<thead>
<tr>
<th>College Magazine</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>01</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>57.1</td>
<td>57.1</td>
<td>58.1</td>
</tr>
<tr>
<td>UD</td>
<td>5</td>
<td>4.8</td>
<td>4.8</td>
<td>62.9</td>
</tr>
<tr>
<td>A</td>
<td>39</td>
<td>37.1</td>
<td>37.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.34 shows that out of 105 respondents 01 strongly disagreed, 60 disagreed, 05 were undecided and 39 agreed to the statement that the college magazine is published every year. Collectively 61/105 disagreed, 39/105 agreed to the statement and 05 were undecided and did not express his opinion.

In percentage terms these were 1%, 57.1%, 4.8% and 37.1% respectively. In cumulative percentage terms 58.1% respondents disagreed either strongly or simply and 37.1% agreed to the statement simply or strongly, and 4.8% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones those agreed, meaning thereby that the college magazines are not published every year.
6. Internal exams. are held regularly.

Table 4.35 Responses about Internal Exams.

<table>
<thead>
<tr>
<th>Internal Exams</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>2</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>90</td>
<td>85.7</td>
<td>87.6</td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>5</td>
<td>4.8</td>
<td>92.4</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>8</td>
<td>7.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.35 shows that out of 105 respondents 02 strongly disagreed, 90 disagreed, 05 were undecided, and 08 agreed to the statement that the internal exams are held regularly. Collectively 92/105 disagreed, 08/105 agreed to the statement and 05 were undecided and have not expressed his opinion.

In percentage terms these were 1.9%, 85.7%, 4.8% and 7.6% respectively. In cumulative percentage terms 87.6% respondents disagreed either strongly or simply, and 7.6% agreed to the statement simply or strongly, and 4.8% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the internal exams. are not held regularly.
7. Annual functions are held every year.

Table 4.36  Responses about Annual Functions

<table>
<thead>
<tr>
<th>Annual Functions</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>49</td>
<td>46.7</td>
<td>46.7</td>
<td>46.7</td>
</tr>
<tr>
<td>D</td>
<td>49</td>
<td>46.7</td>
<td>46.7</td>
<td>93.3</td>
</tr>
<tr>
<td>UD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>94.3</td>
</tr>
<tr>
<td>A</td>
<td>6</td>
<td>5.7</td>
<td>5.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.36 shows that out of 105 respondents 49 strongly disagreed, 49 disagreed, 01 was undecided and 06 agreed to the statement that the annual functions are held every year. Collectively 98/105 disagreed, 06/105 agreed to the statement and 01 was undecided and did not express his opinion.

In percentage terms these were 46.7%, 46.7%, 01%, 5.7% and 0% respectively. In cumulative percentage terms 93.3 % respondents disagreed either strongly or simply and 5.7 % agreed to the statement and 01% of the respondents did not express his opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the annual functions are not held every year.
8. Students are satisfied with the state of affairs in the college.

**Table 4.37 Responses about Student Satisfaction**

<table>
<thead>
<tr>
<th>Students Satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>D</td>
<td>49</td>
<td>46.7</td>
<td>46.7</td>
<td>49.5</td>
</tr>
<tr>
<td>UD</td>
<td>34</td>
<td>32.4</td>
<td>32.4</td>
<td>81.9</td>
</tr>
<tr>
<td>A</td>
<td>19</td>
<td>18.1</td>
<td>18.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.37 shows that out of 105 respondents 03 strongly disagreed, 49 disagreed, 34 were undecided and 19 agreed to the statement that the students are satisfied with the state of affairs in the college. Collectively 52/105 disagreed, 19/105 agreed to the statement and 34 were undecided and did not express their opinion.

In percentage terms these were 2.9%, 46.7%, 32.4% and 18.1% respectively. In cumulative percentage terms 49.5% respondents disagreed either strongly or simply, 18.1% agreed to the statement and 32.4% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the students are not satisfied with the state of affairs in the college.
9. Public has good image of the college.

**Table 4.38  Responses about Public Image of the College**

<table>
<thead>
<tr>
<th>Public Image of the College</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>4</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>D</td>
<td>41</td>
<td>39.0</td>
<td>39.0</td>
<td>42.9</td>
</tr>
<tr>
<td>UD</td>
<td>33</td>
<td>31.4</td>
<td>31.4</td>
<td>74.3</td>
</tr>
<tr>
<td>A</td>
<td>27</td>
<td>25.7</td>
<td>25.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this case the table 4.38 shows that out of 105 respondents 04 strongly disagreed 41 disagreed, 33 were undecided and 27 agreed to the statement that the public has good image of the college. Collectively 45/105 disagreed, 27/105 agreed to the statement and 33 were undecided and did not express their opinion.

In percentage terms these were 3.8%, 39%, 31.4% and 25.7% respectively. In cumulative percentage terms 42.9 % respondents disagreed either strongly or simply and 25.7 % agreed to the statement simply or strongly, and 31.4% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the public has not good image of the colleges.
10. Placement rate in the workforce is significant.

Table 4.39 Responses about Placement Rate in the Workforce

<table>
<thead>
<tr>
<th>Placement rate in the Workforce</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>3</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>D</td>
<td>53</td>
<td>50.5</td>
<td>50.5</td>
<td>53.3</td>
</tr>
<tr>
<td>UD</td>
<td>27</td>
<td>25.7</td>
<td>25.7</td>
<td>79.0</td>
</tr>
<tr>
<td>A</td>
<td>22</td>
<td>21.0</td>
<td>21.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.39 shows that out of 105 respondents 03 strongly disagreed 53 disagreed, 27 were undecided and 22 agreed to the statement that the placement rate in the workforce is significant. Collectively 56/105 disagreed, 22/105 agreed to the statement and 27 were undecided and did not express their opinion.

In percentage terms these were 2.9%, 50.5%, 25.7% and 21% respectively. In cumulative percentage terms 53.3 % respondents disagreed either strongly or simply and 21 % agreed to the statement and 25.7% of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the placement rate in the workforce is not significant.
11. College office works properly.

**Table 4.40 Responses about Working of College Office**

<table>
<thead>
<tr>
<th>Working of College Office</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>28</td>
<td>26.7</td>
<td>26.7</td>
<td>27.6</td>
<td></td>
</tr>
<tr>
<td>UD</td>
<td>12</td>
<td>11.4</td>
<td>11.4</td>
<td>39.0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>63</td>
<td>60.0</td>
<td>60.0</td>
<td>99.0</td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.40 shows that out of 105 respondents 01 strongly disagreed, 28 disagreed, 12 were undecided, 63 agreed and 01 strongly agreed to the statement that the college office works properly. Collectively 29/105 disagreed, 64/105 agreed to the statement and were undecided and did not express their opinion. In percentage terms these were 01%, 26.7%, 11.4%, 60% and 01% respectively. In cumulative percentage terms 27.6% respondents disagreed either strongly or simply and 61% agreed to the statement simply or strongly, and 11.4% of the respondents did not expressed their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones those disagreed, meaning thereby that the college office works properly.
12. Enrollment rate is sufficient.

**Table 4.41 Responses about Enrollment Rate**

<table>
<thead>
<tr>
<th>Enrollment Rate</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid D</td>
<td>19</td>
<td>18.1</td>
<td>18.1</td>
<td>18.1</td>
</tr>
<tr>
<td>UD</td>
<td>13</td>
<td>12.4</td>
<td>12.4</td>
<td>30.5</td>
</tr>
<tr>
<td>A</td>
<td>73</td>
<td>69.5</td>
<td>69.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.41 shows that out of 105 respondents 19 disagreed, 13 were undecided, and 73 agreed to the statement that the enrollment rate is sufficient. Collectively 19/105 disagreed, 73/105 agreed to the statement and 13 were undecided and did not express his opinion.

In percentage terms these were 18.1%, 12.4% and 69.5% respectively. In cumulative percentage terms 18.1 % respondents disagreed, 69.5 % agreed to the statement and 12.4% of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that the enrollment rate was sufficient.
13. Student retention rate is very high.

Table 4.42 Responses about Retention Rate

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid D</td>
<td>30</td>
<td>28.6</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>UD</td>
<td>14</td>
<td>13.3</td>
<td>13.3</td>
<td>41.9</td>
</tr>
<tr>
<td>A</td>
<td>61</td>
<td>58.1</td>
<td>58.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.42 shows that out of 105 respondents 30 disagreed, 14 were undecided and 61 agreed to the statement that the student retention rate is very high. Collectively 30/105 disagreed, 61/105 agreed to the statement and 14 was undecided and did not express their opinion.

In percentage terms these were 28.6%, 13.3% and 58.1% respectively. In cumulative percentage terms 28.6% respondents disagreed, 58.1% agreed to the statement and 13.3% of the respondents did not express their opinion.

Hence majority of the respondents agreed to the statement as compared to the ones who disagreed, meaning thereby that the student retention rate was very high.
14. Principal encourages staff development.

Table 4.43  **Responses about Staff Development**

<table>
<thead>
<tr>
<th>Staff Development</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>2</td>
<td>1.9</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>D</td>
<td>47</td>
<td>44.8</td>
<td>44.8</td>
<td>46.7</td>
</tr>
<tr>
<td>UD</td>
<td>31</td>
<td>29.5</td>
<td>29.5</td>
<td>76.2</td>
</tr>
<tr>
<td>A</td>
<td>25</td>
<td>23.8</td>
<td>23.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.43 shows that out of 105 respondents 02 strongly disagreed 47 disagreed, 31 were undecided and 25 agreed to the statement that the principals encourage staff development. Collectively 49/105 disagreed, 25/105 agreed to the statement and 31 was undecided and did not express their opinion.

In percentage terms these were 1.9%, 44.8%, 29.5%, and 23.8% respectively. In cumulative percentage terms 46.7% respondents disagreed either strongly or simply and 23.8% agreed to the statement and 29.5% of the respondents have not expressed their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones who agreed, meaning thereby that the principals encourage staff development.
15. Principal takes interest in college improvement.

**Table 4.44 Responses about Improvement of College**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>53</td>
<td>50.5</td>
<td>50.5</td>
<td>51.5</td>
</tr>
<tr>
<td>UD</td>
<td>19</td>
<td>18.1</td>
<td>18.1</td>
<td>69.5</td>
</tr>
<tr>
<td>A</td>
<td>32</td>
<td>30.5</td>
<td>30.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In this case the table 4.44 shows that out of 105 respondents 1 strongly disagreed 53 disagreed, 19 were undecided and 32 agreed to the statement that the principal takes interest in college improvement. Collectively 54/105 disagreed, 32/105 agreed to the statement and 19 were undecided and did not express his opinion.

In percentage terms these were 1%, 50.5%, 18.1% and 30.5% respectively. In cumulative percentage terms 51.5 % respondents disagreed either strongly or simply and 30.5 % agreed to the statement and 18.1 % of the respondents did not express their opinion.

Hence majority of the respondents disagreed to the statement as compared to the ones those agreed, meaning thereby that the principals do not take interest in college improvement.
4.1.4. Expected Rank-ordering of Independent Variables

**Justification of the Test**

- To judge the actual personal characteristics possessed by the frontline management as perceived by the respondents & their relevant importance for effectiveness, the researcher has used Microsoft Excel for rank-ordering.

Following was the expected rank-ordering of independent variables.

**Illustration 4.1 Responses about Expected Rank-ordering of Independent Variables**

Illustration 4.1 shows the rank ordering of characteristics, which the respondents think the principals should possess. According to it the order of characteristics should be: Exposure, vision, integrity, training, courage, political networking, initiative and dynamism.
4.1.5. Actual /Perceived Rank-ordering of Independent Variables

Justification of the Test

- Similarly to judge the expected personal characteristics possessed by the frontline management as perceived by the respondents & their relevant importance for effectiveness, the researcher has used Microsoft Excel for rank-ordering.

Following is the actual rank-ordering of independent variables using Microsoft Excel.

Illustration 4.2 shows that according to the perception of the respondents, the principals possess perceived or Actual Rank-ordering characteristics in the following order: Political networking, Integrity, Training, Initiative, Exposure, Dynamism, Vision, and Courage.
4.2 INFERENTIAL STATISTICS

The following tests were performed for the inferential statistics:

4.2.1 One Sample t-test for Mean Difference

**Justification of the Test**

The single sample t method tests a null hypothesis that the population mean is equal to a specified value. There is specified predetermined population mean. The value for the one sample t-test, the degree of freedom and the significance value & mean difference is calculated. By using this significance value, we can make a statistical decision as to whether or not the population mean and the sample mean are equal. If the significance value is less than the predetermined significance level, then we can reject the null hypothesis and conclude that the population mean and the sample mean are statistically different. If the calculated value is greater than the predetermined significance level, than we can accept the null hypothesis and conclude that the mean of the population and sample are statistically equal. Hence:

- It is to check the responses from mean both of independent & dependent variable.
- And to ascertain whether significantly different or not.

➢ **Decision Rule:**

➢ Reject null hypothesis if \( p_{SPSS} \leq \alpha \) (one-tailed)

➢ Reject null hypothesis if \( p_{SPSS} \leq 2 \alpha \) (two-tailed)

Thus according to the parameters (test value=3, significance level, alpha = .05 & \( p \) is the significance value) used for accepting or rejecting the hypotheses,

**Decision Rule** was:

- When ‘t’ value significant, i.e., \( p < .05 \) reject \( H_0 \) and accept the corresponding \( H_A \).
- If value of ‘t’ is insignificant, i.e., \( p > .05 \), accept \( H_0 \) and reject the corresponding \( H_A \).

One sample t-test for first eight hypotheses was performed one by one which follows:
1-Vision

**H₀₁**: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess vision.

*t*-test
/testval = 3
/variables = Vision
/criteria = ci (0.95)

**Table 4.45 One-Sample Statistics for Vision**

<table>
<thead>
<tr>
<th>Vision</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>105</td>
<td>2.3211</td>
<td>.56321</td>
<td>.05324</td>
</tr>
</tbody>
</table>

**Table 4.46 One-Sample Test for Vision**

<table>
<thead>
<tr>
<th>Vision</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>-6.213</td>
<td>104</td>
<td>.146</td>
<td>-.43169</td>
<td>-.6142</td>
<td>-.3272</td>
</tr>
</tbody>
</table>

Significance value is .146/2 = .073, which is not significant at.05, i.e., p > .05 , so H₀₁ is accepted and Hₐ₁ is rejected.

Hence the null hypothesis that is the frontline management (the principals) does not possess vision is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management/ principals possess vision is rejected.
2-Integrity

H₀²: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess integrity.

t-test
/testval = 3
/variables = Integrity
/criteria = ci (.95).

Table 4.47 One-Sample Statistics for Integrity

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>105</td>
<td>3.3143</td>
<td>.53255</td>
</tr>
</tbody>
</table>

Table 4.48 One-Sample Test for Integrity

<table>
<thead>
<tr>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>10.631</td>
<td>104</td>
<td>.076</td>
<td>.58472</td>
</tr>
</tbody>
</table>

Significance value is, .076/2 = .038, which is significant at .05 i.e., p<.05, so H₀² is rejected and Hₐ² is accepted.

Hence the null hypothesis that is the frontline management (the principals) does not possess integrity is not substantiated, therefore it is rejected and the alternate hypothesis that the frontline management/principals possess integrity is accepted.
3-Political Networking

**H₀₃**: *The frontline management (the principals) of the public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess political-networking.*

t-test
/testval = 3
/variables = Political networking
/criteria = ci (.95).

<table>
<thead>
<tr>
<th>Table 4.49 One-Sample Statistics for Political Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One-Sample Statistics</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Political Networking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.50. One-Sample Test for Political Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One-Sample Test</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Test Value = 3</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Political Networking</td>
</tr>
</tbody>
</table>

Significance Level value is, 56/2 = .028, which is significant at .05. i.e., p<.05, so H₀₃ is rejected and Hₐ₃ is accepted

Hence the null hypothesis that is the frontline management (the principals) does not possess political networking is not substantiated, therefore it is rejected and the alternate hypothesis that the frontline management/principals possess political networking is accepted at .05 level of significance.
4-Courage

**H₀₄.** *The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess courage.*

t-test
/testval=3
/variables=Courage
/criteria = ci (.95).

**Table 4.51 One-Sample Statistics for Courage**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>105</td>
<td>2.0536</td>
<td>.67361</td>
<td>.04635</td>
</tr>
</tbody>
</table>

**Table 4.52 One-Sample Test for Courage**

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean of the Differences</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>-3.582</td>
<td>104</td>
<td>.168</td>
<td>- .52532</td>
<td>-1.0111</td>
<td>-.7487</td>
</tr>
</tbody>
</table>

Significance Level value is $168/2 = .084$, which is not significant at .05. i.e., p > .05 so H₀₄ is accepted and Hₐ₄ is rejected.

Hence the null hypothesis that is the frontline management (the principals) does not possess courage is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management/principals Possess courage is rejected.
5-Initiative

$H_{05}$: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess initiative.

t-test
/testval = 3
/variables = Initiative
/criteria = ci (.95)

Table 4.53 One-Sample Statistics for Initiative

<table>
<thead>
<tr>
<th>Initiative</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>105</td>
<td>2.5138</td>
<td>.41826</td>
<td>.04111</td>
</tr>
</tbody>
</table>

Table 4.54 One-Sample Test for Initiative

<table>
<thead>
<tr>
<th>Initiative</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>-2.253</td>
<td>104</td>
<td>.154</td>
<td>-.08324</td>
<td>-.1674 to -.0112</td>
</tr>
</tbody>
</table>

Significance Level value is, $154/2 = .077$, which is not significant at .05. i.e., $p > .05$, so $H_{05}$ is accepted and $H_{A5}$ is rejected.

Hence the null hypothesis that is the frontline management (the principals) does not possess initiative is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management/principals possess initiative is rejected.
6-Training

**H₀₆.** The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess professional management training

t-test
/testval = 3
/variables = Training
/criteria = ci (.95)

Table 4.55 One-Sample Statistics for Training

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>105</td>
<td>2.8325</td>
<td>.40751</td>
<td>.04565</td>
</tr>
</tbody>
</table>

Table 4.56 One-Sample Test for Training

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>-5.922</td>
<td>104</td>
<td>.112</td>
<td>-.1677</td>
<td>-.2572 to -.07523</td>
</tr>
</tbody>
</table>

Significance Level value is, \( \frac{112}{2} = .056 \), which is not significant at.05.. i.e., \( p > .05 \), so \( H₀₆ \) is accepted and \( Hₐ₆ \) is rejected.

Hence the null hypothesis that is the frontline management (the principals) does not possess training is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management/principals possess training is rejected.
7-Exposure

H₀7: The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess high exposure.

t-test
/testval = 3
/variables = Exposure
/criteria = ci (.95).

Table 4.57 One-Sample Statistics for Exposure

| Exposure | 105 | 2.4768 | .56378 | .05423 |
|-----------------------------------------------|

Table 4.58 One-Sample Test for Exposure

| Exposure | -3.286 | 104 | .148 | -.17981 | -.2913 | -.0496 |
|-----------------------------------------------|

Significance Level value is .148/2 = .074, which is not significant at .05. i.e., p> .05, so H₀7 is accepted and Hₐ7 is rejected.

Hence the null hypothesis that is the frontline management (the principals) does not possess exposure is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management/principals possess exposure is rejected.


8-Dynamism

**H₀₈:** *The frontline management (the principals) of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, does not possess dynamism.*

t-test
/testval = 3
/variables = dynamism
/criteria = ci (.95)

Table 4.59  **One-Sample Statistics for Dynamism**

<table>
<thead>
<tr>
<th></th>
<th>Dynamism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>105</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>2.4153</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>.54787</td>
</tr>
<tr>
<td><strong>Std. Error Mean</strong></td>
<td>.04647</td>
</tr>
</tbody>
</table>

Table 4.60  **One-Sample Test for Dynamism**

<table>
<thead>
<tr>
<th></th>
<th>Dynamism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>t</strong></td>
<td>-6.482</td>
</tr>
<tr>
<td><strong>df</strong></td>
<td>104</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.128</td>
</tr>
<tr>
<td><strong>Mean Difference</strong></td>
<td>-.12736</td>
</tr>
<tr>
<td><strong>Lower</strong></td>
<td>-.2156</td>
</tr>
<tr>
<td><strong>Upper</strong></td>
<td>-.0262</td>
</tr>
</tbody>
</table>

Significance Level value is $128/2 = .064$, which is not significant at $.05$. i.e., $p > .05$, so $H₀₈$ is accepted and $Hₐ₈$ is rejected.

Hence the null hypothesis that is the frontline management (the principals) do not possess dynamism is substantiated, therefore it is accepted and the alternate hypothesis that the frontline management (the principals) possess dynamism is rejected.
9-Effectiveness

**H₀⁹**: The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan do not possess effectiveness.

t-test
/testval = 3
/variables = effectiveness
/criteria = ci (.95).

**Table 4.61 One-Sample Statistics for Effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>105</td>
<td>2.7534</td>
<td>.53261</td>
<td>.05039</td>
</tr>
</tbody>
</table>

**Table 4.62 One-Sample Test for Effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig.(2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>-5.732</td>
<td>104</td>
<td>.116</td>
<td>-.22654</td>
<td>-.3182 to -.1136</td>
</tr>
</tbody>
</table>

Significance Level value is .116/2 = .058, which is not significant at .05. i.e., p>.05, so H₀⁹ is accepted and Hₐ⁹ is rejected.

Hence the null hypothesis that the colleges do not possess effectiveness is substantiated, therefore it is accepted and the alternate hypothesis that the colleges possess effectiveness is rejected.
4.2.2 Regression Analysis

Justification of the Test
In regression analysis the purpose is to see to what extent causal relationship exists between dependent & independent variable and whether this relationship is significant or not in case of:

* One to one relationship between the independent & dependent variable under study.
* Collective relationship if all the independent relationship against dependent variable under study.

4.2.2.1. Linear Regression Analysis

In linear regression the following considerations are to be taken account of.

(i) Model Summary

In model summary, the value of R-square indicates the strength of relationship between independent and dependent variables. The value of R-square lies between 0 and 1. the value closer to 1 indicates stronger relationship, while the value closer to 0 indicates weaker relationship between independent and dependent variables.

(ii) Coefficients

Significant value of t-test for independent variable predicting dependent variable indicates that the significant relationship exists between the variables under study. Value of Beta (β) indicates the strength of relationship. Positive value of β indicates positive relationship and negative value of β indicates negative relationship between the two variables under study. The value of β ranges from -1 to +1. Value of β closer to 0 indicates weaker relationship, and that closer to 1 indicates stronger relationship between the variables under study.

Hence the decision rule or the parameter will be the significance value ‘p’. If p<.05, independent variable will be significantly affecting dependent variable so H₀ will not be substantiated and supported and therefore rejected and Hₐ will be accepted. Whereas if p >.05 the H₀ will be substantiated and supported therefore accepted so the Hₐ will be rejected.
1-Vision

**H$_{0}$10.** The vision of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Table 4.63 Model Summary of Vision**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.129$^a$</td>
<td>.017</td>
<td>.018</td>
<td>.51235</td>
</tr>
</tbody>
</table>

*a. Predictors: (Constant), Vision*

As the value of R-square in this particular case is .017, which is closer to 0, hence the independent variable (predictor) i.e., vision, does not seem to be significantly effecting the dependent variable i.e., effectiveness.

**Table 4.64 Coefficients for Vision**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.314</td>
<td>.184</td>
<td></td>
<td>11.672</td>
</tr>
<tr>
<td>Vision</td>
<td>.123</td>
<td>.076</td>
<td>.129</td>
<td>5.251</td>
</tr>
</tbody>
</table>

*a. Dependent Variable: Effectiveness*

Significant value of t-test for independent variable predicting dependent variable is .175 i.e., p >.05 which indicates that the no significant linear relationship exists between the variables under study at .05 significance level. Value of Beta (β) indicates the strength of relationship. Positive value of β indicates positive relationship between the
two variables under study. Value of $\beta$ (.129) closer to 0 indicates weaker relationship, between the variables under study.

Hence the $H_0$ is substantiated therefore accepted, meaning thereby the vision of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

2-Integrity

$H_{01}$: *The integrity of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.*

**Table 4.65 Model Summary of Integrity**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.775(a)</td>
<td>.601</td>
<td>.558</td>
<td>.51312</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Integrity

As the value of R-square in this particular case is .601, which is closer to 1, hence the independent variable (predictor) i.e., integrity, seem to be significantly effecting the dependent variable i.e., effectiveness.

**Table 4.66 Coefficients for Integrity**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>2.521</td>
<td>.213</td>
</tr>
<tr>
<td>Integrity</td>
<td>.755</td>
<td>.091</td>
</tr>
</tbody>
</table>

a Dependent Variable: Effectiveness
Significant value of t-test (.045 i.e. p<.05) for independent variable predicting dependent variable indicates significant linear relationship exists between the variables under study at.05 significance level. Value of Beta (β) .775 indicates the strength of relationship. Positive value of β indicates positive relationship between the two variables under study. Value of β closer to 1 indicates stronger relationship, between the variables under study.

Hence the H₀₁₁ is not substantiated therefore rejected, so Hₐ₁₁ is accepted, meaning thereby the integrity of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.

4-Political- Networking

H₀₁₂: The political-networking of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

Table 4.67  Model Summary for Political- Networking

<table>
<thead>
<tr>
<th>Model Summary</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>R</td>
<td>R Square</td>
<td>Adjusted R Square</td>
<td>Std. Error of the Estimate</td>
</tr>
<tr>
<td>1</td>
<td>.832ᵃ</td>
<td>.692</td>
<td>.699</td>
<td>.50273</td>
</tr>
</tbody>
</table>

ᵃ. Predictors: (Constant), Politicalnetworking

As the value of R-square in this particular case is .692, which is closer to 1, hence the independent variable (predictor) i.e., political-networking, seem to be significantly effecting the dependent variable i.e., effectiveness.
Table 4.68  Coefficients for Political- Networking

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.212</td>
<td>.314</td>
</tr>
<tr>
<td>Politicalnetworking</td>
<td>.812</td>
<td>.113</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Effectiveness

Significant value of t-test (.042 i.e. p<.05) for independent variable predicting dependent variable indicates the significant linear relationship exists between the variables under study at .05 significance level. Value of Beta (β) .832 indicates the strength of relationship. Positive value of β indicates positive relationship between the two variables under study. Value of β closer to 1 indicates stronger relationship, between the variables under study.

Hence the H₀12 is not substantiated therefore rejected, so Hₐ12 is accepted, meaning thereby the political networking of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.
4- Courage

**H013.** The courage of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Table 4.69  Model Summary for Courage**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.365</td>
<td>.133</td>
<td>.134</td>
<td>.51417</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Courage

As the value of R-square in this particular case is .133, which is closer to 0, hence the independent variable (predictor) i.e., courage, does not seem to be significantly effecting the dependent variable i.e., effectiveness.

**Table 4.70  Coefficients for Courage**

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.533</td>
<td>.210</td>
<td></td>
<td>11.212</td>
<td>.000</td>
</tr>
<tr>
<td>Courage</td>
<td>.353</td>
<td>.103</td>
<td>.365</td>
<td>5.611</td>
<td>.830</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Effectiveness

Significant value of t-test for independent variable predicting dependent variable (.830 i.e. p>.05) indicates that the no significant linear relationship exists between the variables under study. Value of Beta (β) indicates the strength of relationship. Positive value of β indicates positive relationship between the two variables under study. Value of β (.365) closer to 0 indicates weaker relationship, between the variables under study.
Hence the H013 is substantiated therefore accepted, meaning thereby the courage of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

5-Initiative

H014: The initiative of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

Table 4.71 Model Summary of Initiative

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.413(^a)</td>
<td>.170</td>
<td>.176</td>
</tr>
</tbody>
</table>

\(^a\) Predictors: (Constant), Initiative

As the value of R square in this particular case is .170, which is closer to 0, hence the independent variable (predictor) i.e., initiative, does not seem to be significantly effecting the dependent variable i.e., effectiveness.

Table 4.72 Coefficients for Initiative

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: 2.736</td>
<td>Std. Error: .345</td>
<td>t: 7.763</td>
<td>.000</td>
</tr>
<tr>
<td>Initiative</td>
<td>.404</td>
<td>.132</td>
<td>.413</td>
<td>4.116</td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: Effectiveness

Significant value of t-test for independent variable predicting dependent variable (.854 i.e. p>.05) indicates that the no significant linear relationship exists between the
variables under study at .05 significance level. And the relationship between the two variables under study is also much important. Value of Beta (β) indicates the strength of relationship. Positive value of β indicates positive relationship between the two variables under study. Value of β (.413) closer to 0 indicates weaker relationship, between the variables under study.

Hence the H₀₁₄ is substantiated therefore accepted, meaning thereby the initiative of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

6-Training

H₀₁₅: The professional management training of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the college

Table 4.73 Model Summary of Training

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

^a. Predictors: (Constant), Training

As the value of R-square in this particular case is .597, which is closer to 1, hence the independent variable (predictor) i.e., training, seem to be significantly effecting the dependent variable i.e., effectiveness.
Table 4.74 **Coefficients for Training**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.767</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>.758</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Effectiveness

Significant value of t-test for independent variable predicting dependent variable indicates (.048 i.e. $p<.05$) that significant linear relationship exists between the variables under study at 0.05 significance level. Value of Beta ($\beta$) indicates the strength of relationship. Positive value of $\beta$ indicates positive relationship between the two variables under study. Value of $\beta$ (.773) closer to 1 indicates stronger relationship, between the variables under study.

Hence the $H_015$ is not substantiated and supported therefore rejected, so $H_A15$ is accepted, meaning thereby that the professional management training of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the college.
7-Exposure

**H$_{016}$**: The high exposure of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

**Table 4.75  Model Summary of Exposure**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.341$^a$</td>
<td>.139</td>
<td>.140</td>
<td>.51769</td>
</tr>
</tbody>
</table>

$^a$ Predictors: (Constant), Exposure

As the value of R-square in this particular case is .139, which is closer to 0, hence the independent variable (predictor) i.e., exposure does not seem to be significantly effecting the dependent variable i.e., effectiveness.

**Table 4.76. Coefficients for Exposure**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.691</td>
<td>.215</td>
</tr>
<tr>
<td>Exposure</td>
<td>.329</td>
<td>.076</td>
</tr>
</tbody>
</table>

$^a$ Dependent Variable: Effectiveness

Significant value of t-test for independent variable predicting dependent variable (.872 i.e. $p>.05$) Indicates that the no significant linear relationship exists between the variables under study at .05 significance level. Value of Beta (β) indicates the strength of relationship. Positive value of β indicates positive relationship between the two variables under study. Value of β (.341) closer to 0 indicates weaker relationship, between the variables under study.
Hence the H016 is substantiated therefore accepted, meaning thereby that the high exposure of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.

8- Dynamism

H017: The dynamism of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges

Table 4.77 Model Summary of Dynamism

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.334&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.111</td>
<td>.114</td>
<td>.5012</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), Dynamism

As the value of R-square in this particular case is .111, which is closer to 0, hence the independent variable (predictor) i.e., dynamism, does not seem to be significantly effecting the dependent variable i.e., effectiveness.

Table 4.78 Coefficients for Dynamism

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.132</td>
<td>.255</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dynamism</td>
<td>.318</td>
<td>.086</td>
<td>.334</td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: Effectiveness

Significant value of t-test for independent variable predicting dependent variable (.176 i.e., p>.05) indicates that no significant linear relationship exists between the variables.
under study at 0.05 significance level. Value of Beta ($\beta$) indicates the strength of relationship. Positive value of $\beta$ indicates positive relationship between the two variables under study. Value of $\beta$ (.334) closer to 0 indicates weaker relationship, between the variables under study.

Hence the $H_0$ is substantiated therefore accepted, meaning thereby that the dynamism of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges.
4.2.2.2 Multiple Regressions Analysis

In multiple regressions the independent variables are collectively regressed against a dependent variable, and their collective effect is judged.

Table 4.79 Descriptive Statistics for Multiple Regression

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>.53261</td>
</tr>
<tr>
<td>Vision</td>
<td>2.3211</td>
<td>.56321</td>
</tr>
<tr>
<td>Integrity</td>
<td>3.3143</td>
<td>.53255</td>
</tr>
<tr>
<td>Political networking</td>
<td>3.6652</td>
<td>.41231</td>
</tr>
<tr>
<td>Courage</td>
<td>2.0536</td>
<td>.67361</td>
</tr>
<tr>
<td>Initiative</td>
<td>2.5138</td>
<td>.41826</td>
</tr>
<tr>
<td>Training</td>
<td>2.8325</td>
<td>.40751</td>
</tr>
<tr>
<td>Exposure</td>
<td>2.4768</td>
<td>.56378</td>
</tr>
<tr>
<td>Dynamism</td>
<td>2.4153</td>
<td>.54787</td>
</tr>
</tbody>
</table>

Descriptive statistics shows that the mean value of each variable under study is less than 3 except integrity and political networking, hence not sufficient for effectiveness collectively.

Standard Deviations also show considerable deviation of responses from the mean.

Table 4.80 Model Summary for Multiple Regressions

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.319 a</td>
<td>.101</td>
<td>.099</td>
<td>.507985</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Dynamism, Initiative, Vision, Exposure, Political networking, Integrity, Training, Courage
(i) Model Summary

In model summary, the value of R-square indicates the strength of relationship between independent variables and dependent variable. The value of R-square (.101) closer to 0 indicates weaker relationship amongst the independent variables and dependent variable.

Table 4.81 Coefficients for Multiple Regressions

<table>
<thead>
<tr>
<th>Coefficients(a)</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.389</td>
<td>.482</td>
</tr>
<tr>
<td>Vision</td>
<td>.113</td>
<td>.078</td>
</tr>
<tr>
<td>Integrity</td>
<td>.759</td>
<td>.116</td>
</tr>
<tr>
<td>Political</td>
<td>.661</td>
<td>.121</td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td>.039</td>
<td>.128</td>
</tr>
<tr>
<td>Initiative</td>
<td>.041</td>
<td>.137</td>
</tr>
<tr>
<td>Training</td>
<td>.615</td>
<td>.113</td>
</tr>
<tr>
<td>Exposure</td>
<td>.123</td>
<td>.076</td>
</tr>
<tr>
<td>Dynamism</td>
<td>.313</td>
<td>.125</td>
</tr>
</tbody>
</table>

-a Dependent Variable: Effectiveness

(ii) Coefficient

Significant value of t-test for independent variable predicting dependent variable indicates that the no significant relationship exists between the independent variables and dependent under study at .05 significance level, except vision, integrity and training (.043, .036 & .047 respectively p<.05 in each case), which have significant bearings on effectiveness at 0.05 significance level.
Value of Beta ($\beta$) indicates the strength of relationship. Positive value of $\beta$ indicates positive relationship amongst the variables under study. Value of $\beta$ closer to 0 (vision, courage, initiative, exposure & dynamism) indicates weaker relationship, and that closer to 1 (integrity, political networking and training, .761, .683 & .617 respectively) indicates stronger relationship between the variables under study.

In this case the relationship between the independent variables and dependent variable is very weak in all the case, except integrity, political networking & training and effectiveness.
4.2.3. PAIRED SAMPLE T-TEST FOR ASSOCIATION

Justification of the Test

Here we want to see how much association exists between independent variables and dependent variable & whether this association is significant or not.

This section of the analyses aimed at seeking the correlation between the independent variables and the dependent variable. The decision rule or the parameter was the significance value ‘p’. If p<.05 the IV is significantly correlated to DV, H₀ will not be substantiated and supported and therefore rejected. Whereas if p>.05 the H₀ will be substantiated and supported therefore accepted so the Hₐ will be rejected.

The detail is as under:

1-Vision and Effectiveness

**H₀18**: The vision of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

**Table 4.82** Paired Samples Statistics for Vision and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Std. Mean</th>
<th>Std. Error</th>
<th>N</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Vision</td>
<td>2.3211</td>
<td>.05324</td>
<td>105</td>
<td>.56321</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>.05039</td>
<td>105</td>
<td>.53261</td>
</tr>
</tbody>
</table>

Table No.4.82 indicates the descriptive statistics of vision and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is greater than that of vision (2.3211). Standard Deviation indicates that responses on effectiveness have deviated less from mean value as compared to those on vision (Standard Deviation for effectiveness=.53261 and for vision=.56321).

It indicates that on the average the principals of the colleges under study seem to be more effective as compared to their vision.
Table 4.83  Paired Samples Correlations for Vision and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Vision &amp; Effectiveness</td>
<td>105</td>
<td>.131</td>
</tr>
</tbody>
</table>

Table No.4.83 indicates the paired sample correlation between vision and effectiveness. Correlation between the two variables under study was found to be 0.131 which is quite low and not significant at .05 level. Significance value ‘p’ is .183 which is >.05 i.e. p>.05.

It means, there does not exist any significant correlation between vision of the principals under study and their effectiveness.

Hence the $H_0$ is substantiated therefore accepted, meaning thereby that the vision of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.
2. Integrity and Effectiveness

\textbf{H}_{019}: The integrity of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

\textbf{Table 4.84  Paired Samples Statistics for Integrity and Effectiveness}

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Mean Std. Deviation Std. Error</td>
</tr>
<tr>
<td>Mean       N  Deviation Mean</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Integrity  3.3143  105 .53255  .05273</td>
</tr>
<tr>
<td>Effectiveness 2.7534  105 .53261  .05039</td>
</tr>
</tbody>
</table>

Table No.4.84 indicates the descriptive statistics of integrity and effectiveness. Mean value of responses for effectiveness was found to be 3.3143, which is greater than that of integrity (2.7534). Standard Deviation indicates that responses on effectiveness have deviated more from mean value as compared to those on integrity (Standard Deviation for effectiveness=.53261 and for integrity=.53255).

It indicates that on the average the principals of the colleges under study seem to have more integrity as compared to their effectiveness.

\textbf{Table 4.85  Paired Samples Correlations for Integrity and Effectiveness}

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>N Correlation Sig.</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Integrity &amp; Effectiveness 105 .452 .037</td>
</tr>
</tbody>
</table>

Table No.4.85 indicates the paired sample correlation between integrity and effectiveness. Correlation between the two variables under study was found to be 0.452
which is quite high and significant at .05 level. Significance value is .037 which is <.05 i.e. p<.05

It means, there is significant correlation between integrity of the principals under study and their effectiveness.

Hence the H₀₁⁹ is not substantiated therefore rejected, and Hₐ₁⁹ is accepted meaning thereby that the integrity of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.
3. Political Networking and Effectiveness

H020. The political-networking of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab is not significantly correlated to the effectiveness of the colleges.

Table 4.86  Paired Samples Statistics for Political Networking and Effectiveness

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Political networking</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.6652 105 .41231 .04413</td>
<td>2.7534 105 .53261 .05039</td>
</tr>
</tbody>
</table>

Table No.4 86 indicates the descriptive statistics of political networking and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is less than that of political networking (3.6652). Standard Deviation indicates that responses on effectiveness have deviated greater from mean value as compared to those on political networking (Standard Deviation for effectiveness=.53261 and for vision=.41231).

It indicates that on the average the principals of the colleges under study seem to be less effective as compared to their political networking.

Table 4.87 Paired Samples Correlations for Political Networking and Effectiveness

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Political networking &amp; Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>105 .596 .029</td>
</tr>
</tbody>
</table>

Table No.4.87 indicates the paired sample correlation between political networking and effectiveness. Correlation between the two variables under study was
found to be 0.596 which is high and significant at .05 level. Significance value is .029 which is <.05 i.e. p<.05

It means, significant correlation exists between political networking of the principals under study and their effectiveness.

Hence the $H_020$ is not substantiated therefore rejected and $H_A20$ is accepted, meaning thereby that the political-networking of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab is significantly correlated to the effectiveness of the colleges.

4. Courage and Effectiveness

$H_021$: The courage of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

Table 4.88 Paired Samples Statistics for Courage and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Courage</td>
<td>2.0536</td>
<td>105</td>
<td>.67361</td>
<td>.04635</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>105</td>
<td>.53261</td>
<td>.05039</td>
</tr>
</tbody>
</table>

Table No.4.88 indicates the descriptive statistics of courage and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is greater than that of courage (2.0536). Standard Deviation indicates that responses on effectiveness have deviated less from mean value as compared to those on courage (Standard Deviation for effectiveness=.53261 and for courage =.67361).

It indicates that on the average the principals of the colleges under study seem to be more effective as compared to their courage.
Table 4.89  **Paired Samples Correlations for Courage and Effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td>105</td>
<td>.060</td>
</tr>
<tr>
<td>Courage &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No.4.89 indicates the paired sample correlation between courage and effectiveness. Correlation between the two variables under study was found to be 0.060 which is quite low and not significant at .05 level. Significance value ‘p’ is .540 which is >.05 i.e. p>.05

It means, there does not exist any significant correlation between courage of the principals under study and their effectiveness.

Hence the H0 21 is substantiated therefore accepted, meaning thereby that the courage of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

5. Initiative and Effectiveness

H022:  *The initiative of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.*

Table 4.90  **Paired Samples Statistics for Initiative and Effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Mean</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>2.5138</td>
<td>.41826</td>
<td>.04111</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>.53261</td>
<td>.05039</td>
<td></td>
</tr>
</tbody>
</table>
Table No.4.90 indicates the descriptive statistics of initiative and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is greater than that of initiative (2.5138). Standard Deviation indicates that responses on effectiveness have deviated greater from mean value as compared to those on initiative (Standard Deviation for effectiveness=.53261 and for initiative =.41826).

It indicates that on the average the principals of the colleges under study seem to be less effective as compared to their initiative.

**Table 4.91 Paired Samples Correlations for Initiative and Effectiveness**

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Pair 1 Initiative &amp; Effectiveness</td>
</tr>
</tbody>
</table>

Table No.4.91 indicates the paired sample correlation between initiative and effectiveness. Correlation between the two variables under study was found to be .012 which is quite low and not significant at .05 level. Significance value ‘p’ is .901 which is >.05 i.e. p>.05.

Hence the H₀²₂ is substantiated therefore accepted, meaning thereby that the initiative of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.
6. Training and Effectiveness

H\textsubscript{023}: The professional management training of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

Table 4.92 Paired Samples Statistics for Training and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Std. Error Mean</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.8325</td>
</tr>
<tr>
<td>105</td>
</tr>
<tr>
<td>.40751</td>
</tr>
<tr>
<td>.04565</td>
</tr>
<tr>
<td>Effectiveness</td>
</tr>
<tr>
<td>2.7534</td>
</tr>
<tr>
<td>105</td>
</tr>
<tr>
<td>.53261</td>
</tr>
<tr>
<td>.05039</td>
</tr>
</tbody>
</table>

Table No.4.92 indicates the descriptive statistics of training and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is less than that of training 2.8325. Standard Deviation indicates that responses on effectiveness have deviated more from mean value as compared to those on training (Standard Deviation for effectiveness=.53261 and for training =.40751).

It indicates that on the average the principals of the colleges under study seem to be less effective as compared to their training.

Table 4.93 Paired Samples Correlations for Training and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Correlation</td>
</tr>
<tr>
<td>Sig.</td>
</tr>
<tr>
<td>Pair 1 Training &amp; Effectiveness</td>
</tr>
<tr>
<td>105</td>
</tr>
<tr>
<td>.258</td>
</tr>
<tr>
<td>.041</td>
</tr>
</tbody>
</table>

Table No.4.93 indicates the paired sample correlation between training and effectiveness. Correlation between the two variables under study was found to be 0.258, which is a little bit higher and significant at .05 level. Significance value ‘p’ is .041 which is <.05 i.e. p<.05

It means, there is significant correlation between training of the principals under study and their effectiveness.
Hence the H_023 is not substantiated therefore rejected and H_A23 is accepted, meaning thereby the professional management training of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.

7. Exposure and Effectiveness

H_024: The high exposure of the frontline management/principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

Table 4.94  Paired Samples Statistics for Exposure and Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Exposure</td>
<td>2.4768</td>
<td>105</td>
<td>.56378</td>
<td>.05423</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>105</td>
<td>.53261</td>
<td>.05039</td>
</tr>
</tbody>
</table>

Table No.4.94 indicates the descriptive statistics of exposure and effectiveness. Mean value of responses for effectiveness was found to be 2.7534 which is greater than that of exposure (2.4768). Standard Deviation indicates that responses on effectiveness have deviated less from mean value as compared to those on exposure (Standard Deviation for effectiveness=.53261 and for exposure =.56378).

It indicates that on the average the principals of the colleges under study seem to be more effective as compared to their exposure.

Table 4.95 Paired Samples Correlations for Exposure and Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Exposure &amp; Effectiveness</td>
<td>105</td>
<td>.010</td>
<td>.922</td>
</tr>
</tbody>
</table>
Table No.4.95 indicates the paired sample correlation between exposure and effectiveness. Correlation between the two variables under study was found to be .010, which is quite low and not significant at .05 level. Significance value ‘p’ is .922 which is >.05 i.e. p>.05.

It means, there does not exist any significant correlation between exposure of the principals under study and their effectiveness.

Hence the H024 is substantiated therefore accepted, meaning thereby that the high exposure of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

8. Dynamism and Effectiveness

H025: The dynamism of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.

Table 4.96  Paired Samples Statistics for Dynamism and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamism</td>
<td>2.4153</td>
<td>105</td>
<td>.54787</td>
<td>.04647</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.7534</td>
<td>105</td>
<td>.53261</td>
<td>.05039</td>
</tr>
</tbody>
</table>

Table No.4.96 indicates the descriptive statistics of dynamism and effectiveness. Mean value of responses for effectiveness was found to be 2.7534, which is greater than that of dynamism (2.4153). Standard Deviation indicates that responses on effectiveness have deviated less from mean value as compared to those on dynamism (Standard Deviation for effectiveness=.53261 and for dynamism=.54787).

It indicates that on the average the principals of the colleges under study seem to be more effective as compared to their dynamism.
Table 4.97. Paired Samples Correlations for Dynamism and Effectiveness

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Dynamism &amp; Effectiveness</td>
<td>105</td>
<td>.130</td>
<td>.187</td>
</tr>
</tbody>
</table>

Table No.4.97 indicates the paired sample correlation between dynamism and effectiveness. Correlation between the two variables under study is found to be 0.130 which is quite low and not significant at .05 level. Significance value ‘p’ is .187 which is >.05 i.e. p>.05.

It means, there does not exist any significant correlation between dynamism of the principals under study and their effectiveness.

Hence the H₀.25 is substantiated therefore accepted, meaning thereby that the dynamism of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges.
4.3. RESULTS

The results are as under:

4.3.1. The Summarized Result of Hypotheses

Table No. 4.9.8. The Summarized Result of Hypotheses (H_A1-H_A25)

<table>
<thead>
<tr>
<th>Hypothesis No.</th>
<th>Statement of the Hypothesis</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_A1</td>
<td>The frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess vision.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H_A2</td>
<td>The frontline management/principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan, possess integrity.</td>
<td>Supported</td>
</tr>
<tr>
<td>H_A3</td>
<td>The frontline management/principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess political-networking.</td>
<td>Supported</td>
</tr>
<tr>
<td>H_A4</td>
<td>The frontline management/principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan, possess courage.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H_A5</td>
<td>The frontline management/principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan, possess initiative.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H_A6</td>
<td>The frontline management/principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan, possess professional management training.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H_A7</td>
<td>The frontline management/principals of the selected public-sector postgraduate colleges in the Punjab, Pakistan, possess high exposure.</td>
<td>Not supported</td>
</tr>
<tr>
<td>Hypothesis No.</td>
<td>Statement of the Hypothesis</td>
<td>Result</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>HA8</td>
<td>The frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess dynamism.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA9</td>
<td>The selected public sector postgraduate peripheral colleges in the Punjab, Pakistan, possess effectiveness.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA10</td>
<td>The vision of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA11</td>
<td>The integrity of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>HA12</td>
<td>The political-networking of the frontline management/principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>HA13</td>
<td>The courage of the frontline management/principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA14</td>
<td>The initiative of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>Hypothesis No.</td>
<td>Statement of the Hypothesis</td>
<td>Result</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>$H_A15$</td>
<td>The professional management training of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>$H_A16$</td>
<td>The high exposure of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>$H_A17$</td>
<td>The dynamism of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>$H_A18$</td>
<td>The vision of the frontline management/ principals of the Public-sector postgraduate colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>$H_A19$</td>
<td>The integrity of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>$H_A20$</td>
<td>The political-networking of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab is significantly correlated to the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>Hypothesis No.</td>
<td>Statement of the Hypothesis</td>
<td>Result</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>HA21</td>
<td>The courage of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA22</td>
<td>The initiative of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA23</td>
<td>The professional management training of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Supported</td>
</tr>
<tr>
<td>HA24</td>
<td>The high exposure of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
<tr>
<td>HA25</td>
<td>The dynamism of the frontline management/ principals of the selected public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges.</td>
<td>Not supported</td>
</tr>
</tbody>
</table>
4.3.2. The Summarized results of the analyses

The Summarized results of the analysis are as under:

- The descriptive statistics (Table Nos. 4.1 to 4.8) show that on the bases of the responses of the respondents, principals of the selected public sector postgraduate peripheral colleges under study lack vision, courage, initiative, training exposure, and dynamism necessary for effectiveness yet they possess the desirable characteristics of integrity and political networking for effectiveness.

- Descriptive statistics (Table 4.9) also manifest lack of effectiveness in the colleges under study. Similarly the peripheral postgraduate colleges are not absolutely dysfunctional. They are functional and effective but not up to the desired minimal standard (mean< 3).

- The expected rank-ordering of the independent variables by the respondents for the principals in order of their importance for effectiveness is exposure, vision, integrity, training, courage, political networking, initiative and dynamism.(Illustration No, 4.1)

- The actually perceived rank-ordering of the independent variables by the respondents for the principals in order of their importance for effectiveness is political networking, integrity, training, initiative, exposure, dynamism, vision and courage (Illustration No. 4.2).

- The t-test for hypotheses testing revealed that 07 out of 09 hypotheses were not substantiated therefore rejected and 02 hypotheses are accepted at 0.05 significance level (Table Nos. 4.47 to 4.63) i.e., Only $H_{A2}$ & $H_{A3}$ were accepted at 0.05 significance level.

- In Linear Regression analysis when each independent variable was regressed individually against the dependent variable it was revealed that independent variables (predictors) i.e., vision, courage, initiative, exposure and dynamism did not seem to be significantly affecting the dependent variable i.e., effectiveness. Anyhow these predictor variables are affecting the dependent variable weakly but positively, while integrity, political networking and training are significantly affecting the dependent variable i.e. effectiveness (Table Nos. 4.64 to 4.79) at 0.05 significance level.
In Multiple Regressions, when the independent variables are collectively regressed against a dependent variable, and their collective effect is judged, it is revealed that the independent variables (predictors) i.e., vision, courage, initiative, exposure and dynamism do not seem to be significantly affecting the dependent variable i.e., effectiveness. Anyhow these predictor variables are affecting the dependent variable weakly but positively, while integrity, political networking and training are significantly affecting the dependent variable i.e. effectiveness (Table Nos. 4.80 to 4.82) at 0.05 significance level.

The t-test for Paired Samples (associations) reveals that the independent variables in this study i.e., vision, courage, initiative, exposure and dynamism do not seem to have significant correlation with the dependent variable in the study i.e. effectiveness, except integrity, political networking and training. Vision, courage, initiative, exposure and dynamism are also positively but weakly correlated with effectiveness (Table Nos. 4.83 to 4.97) at 0.05 significance level.
4.4 DISCUSSION

The evaluation of the frontline management (principals) of the selected public-sector postgraduate peripheral colleges in the Punjab is based on the perceptions of the vice principals and those of the senior-most staff members from the teaching staff of these colleges. There are 08 independent variables in the study against 01 dependent variable i.e., effectiveness of the college. Effectiveness of the colleges and that of the principals is treated to be synonymous. The culture of the colleges under study is the moderating variable in the study.

The present study is altogether a pioneer study which has been carried out in Pakistan, in which the frontline management (principals) of the peripheral colleges in the province of Punjab has been qualitatively evaluated for characteristics for effectiveness. The personality characteristics for the effective principals were not only skimmed through both extensive and intensive literature review but also through the consultation with the experts of the field. The culture of the colleges under study is one of the considered factors for the effectiveness of the principals It has its own implications and manifestations. So far as the personality characteristics for effectiveness of the frontline management (principals) of the peripheral colleges of the Punjab are concerned, the element of bias in the responses by the respondents cannot be altogether ruled out.

- The descriptive statistics shows a dismal picture regarding the effectiveness in the colleges and the characteristics for effectiveness in the college principals. (Tables No.4.1 to 4.44). The college principals under study were not possessing most of the personality characteristics hypothesized for effectiveness. They are not absolutely lacking these characteristics; anyhow they are below the desired level (mean < 3 except integrity and political networking).
- There is a difference in the perceptions of the respondents as regards the characteristics for effectiveness those in the prevailing principals and the expected characteristics of the principals under study (Illustration 4.1 to 4.2). It is evident from this that the respondents expect different type of frontline management (principals) in the colleges under study.
• The 02 hypotheses ($H_A^2 \& H_A^3$), which are supported at 0.05 significance level, indicate that the principals of the peripheral colleges in the Punjab do not lack integrity and political networking. (Table Nos. 4.47 to 4.50). It means they politically well-connected, and having sufficient integrity.

• The Linear Regression Analysis shows that the value of $\beta$ is positive so all the independent variables (vision, integrity, political networking, courage, initiative, training, exposure and dynamism) in the study are positively affecting the dependent variable but integrity, political networking and training are positively and significantly affecting the effectiveness (Table Nos.4.63 to 4.78).

• In the Multiple Regressions Analysis, again the 03 independent variables integrity, political networking and training are significantly affecting the independent variable i.e., effectiveness. The remaining independent variables (vision, courage, initiative, exposure and dynamism) are weakly but positively affecting the dependent variable, effectiveness (Tables Nos.4.79 to 4.81).

• The Correlation Analysis shows that that 03 the independent variables (integrity, political networking, and professional management training) are significantly correlated to the dependent variable i.e., effectiveness and the remaining 05 independent variables are weakly yet positively correlated to the dependent variable of the study (Table Nos.4.82 to 4.97).

• In the inferential statistics the variables which are not statistically significant, they are practically significant.

• In results of linear regression, Multiple Regression, and Correlation Analyses the results may be affected by the cultural and other factors i.e., the lack of effectiveness may not simply an outcome of ineffective frontline management (the principals).
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly describes the conclusions of the study, justifies them, and brings forth recommendations in the light of the findings and conclusions. It describes the implications of this study. It gives the recommendations in the light of the findings of the research. It also brings some related issues on sight.

5.1 CONCLUSIONS BASED ON DESCRIPTIVE STATISTICS

These are the conclusions inferred from the statistical operations of the data.

5.1.1. Variables

As it is evident from the data tables that position of responses by the respondents is as under:

5.1.1.1. Independent Variables

- The score of respondents’ responses regarding vision of Frontline Management (principals) shows that the Frontline management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently possess the desirable characteristic of vision necessary for effectiveness (Table No. 4.1).
- The score of respondents’ responses regarding integrity of The Frontline Management (principals) shows that the Frontline Management (principals) of the
peripheral public sector postgraduate colleges in the Punjab, sufficiently possess the desirable characteristic of integrity necessary for effectiveness (Table No. 4.2).

- The score of respondents’ responses regarding political-networking of the Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab, sufficiently possess the desirable characteristic of political-networking necessary for effectiveness. (Table No. 4.3)

- Extremely low score of respondents’ responses regarding courage of the Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently possess the desirable characteristic of courage necessary for effectiveness (Table No. 4.4).

- Low score of respondents’ responses regarding initiative of The Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently possess the desirable characteristic of courage necessary for effectiveness. (Table No. 4.5)

- Low score of respondents’ responses regarding training of the Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently possess the desirable characteristic of training necessary for effectiveness. (Table No. 4.6).

- Low score of respondents’ responses regarding exposure of the Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently possess the desirable characteristic of exposure necessary for effectiveness (Table No. 4.7).

- Low score of respondents’ responses regarding dynamism of the Frontline Management (principals) shows that the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab does not sufficiently
possess the desirable characteristic of dynamism necessary for effectiveness (Table No. 4.8).

5.1.1.2. Dependent Variable – Effectiveness

Considerably low score in the favor of effectiveness of the colleges under study is a manifestation of the fact that the colleges under study do not possess effectiveness to a considerable extent (Table No. 4.9). Anyhow the colleges under study are not absolutely lacking effectiveness, however sufficiently possessing it.

➢ To sum up, the Frontline Management (principals) of the peripheral public sector postgraduate colleges in the Punjab are sufficiently possessing only two characteristics, integrity and political networking. At the same time the condition of effectiveness is also not satisfactory.

5.1.2. Moderating Variable (based on observations)

Observation was used as one of the tools of qualitative data collection by the researcher. So the culture prevailing in the peripheral colleges was studied through personal observation of the researcher.

College culture was the moderating variable of this particular study. All the peripheral postgraduate colleges of the study have almost the same culture with a slight variation in the colleges located in some big cities. The following attributes were observed in these colleges.

I observed the following phenomena in the colleges during my frequent visits of the colleges under study:

Sponsor-protégé relationships, pressure groups, no-work culture, group-think, tuition, mafia, fabianism – avoiding decisive engagement by the principals, mutualism, French leaves, politicized culture, no appreciation for performance, localism etc.
All of the above phenomena prove great impediments in the way of organizational effectiveness of the colleges under study in particular and the public sector colleges in general.

It was thus inferred from the scores of basic statistics on independent and dependent variables, that according to the respondents the principals considerably lacked the desirable characteristics for effectiveness i.e., vision, courage, initiative, training, exposure and dynamism.

There was lack of effectiveness in the colleges under study as manifested by the basic data. The moderating variable culture was also not conducive for effectiveness.

5.1.3 Effectiveness (Item-wise)

As the data reveal, the item-wise scores of the 15 items are also not encouraging except a few ones indicating thereby the utter alarming situation of effectiveness.

The class work in these colleges is barely regular, university exams results are not satisfactory, Labs. libraries and playgrounds are not properly maintained, annual sports completions are not held regularly, college magazines are not published every year, the internal exams are not held regularly, the annual functions are not held every year, the students are not satisfied with the state of affairs in these colleges, the public has not good image of the colleges, the placement rate in the workforce is not significant, the college office works properly, the enrollment rate in the colleges is sufficient, student retention rate is satisfactory, principals do not encourage staff development and principal do not take interest in college improvement. (Table Nos. 4.30- 4.44).

The indicators which are above mean are class work, working of the college offices, students’ enrollment rate, and student, retention rate The values of these indicators are found to be very low on the measuring scale except a few ones and are less than the test value on the rating scale which is = 3.

It means the ineffectiveness generally prevails in the colleges under study,
5.1.4 Rank-ordering of Independent Variables

Following is rank ordering of the independent variables.

5.1.4.1 Expected Rank-ordering

According to the expectations of the respondents the principals should possess the desirable characteristics in the following order of importance for effectiveness: exposure, vision, integrity, training, courage, political networking, initiative and dynamism

5.1.4.2 Actual Rank-ordering

According to the respondents, the principals of the present had the desirable characteristics for effectiveness in the following order: political networking, integrity, training, initiative, exposure, dynamism, vision & courage.

There is difference between the order of the existing characteristics possessed by the principals and the ones expected out of them for effectiveness. The respondents expect the frontline management with the characteristics in the order of high exposure, vision, integrity, training, courage, political networking, initiative and dynamism instead of one presently in place with the characteristics in order of political networking, integrity, training, initiative, exposure, dynamism, vision & courage

5.2 CONCLUSIONS BASED ON INFERENTIAL STATISTICS

The conclusions drawn from the tests applied for inferential statistics are:

5.2.1. T-Test for Single Samples (Hypothesis Testing)

The hypothesis-wise conclusions are as under:

H$_A$1: The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess vision is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate
peripheral colleges in the Punjab, Pakistan, possess vision is rejected (Table Nos. 4.45-4.46). It is therefore concluded that the principals under study do not possess the characteristic of vision for effectiveness sufficiently.

**Hₐ₂:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess integrity is not substantiated, therefore rejected and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess integrity is accepted (Table Nos. 4.47-4.48). It is therefore concluded that the principals under study possess the characteristic of integrity for effectiveness.

**Hₐ₃:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess political-networking is not substantiated, therefore rejected, and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan possess political-networking is accepted (Table Nos. 4.49-4.50). It is therefore concluded that the principals under study possess the characteristic of political networking for effectiveness.

**Hₐ₄:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate colleges in the Punjab, Pakistan, do not possess courage is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess courage is rejected (Table No. 4.51-4.52). It is therefore concluded that the principals under study do not possess the characteristic of courage for effectiveness.

**Hₐ₅:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess initiative is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate
peripheral colleges in the Punjab, Pakistan, possess initiative is rejected (Table Nos.4.53-4.54). It is therefore concluded that the principals under study do not possess the characteristic of initiative for effectiveness.

**H₈:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess training is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess training is rejected (Table Nos.4.55-4.56). It is therefore concluded that the principals under study do not possess the characteristic of training for effectiveness.

**H₉:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess exposure is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess exposure is rejected (Table Nos.4.57-4.58). It is therefore concluded that the principals under study do not possess the characteristic of exposure for effectiveness.

**H₁₀:** The null hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess dynamism is substantiated, therefore accepted and the corresponding alternate hypothesis that the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess dynamism is rejected (Table Nos.4.59-4.60). It is therefore concluded that the principals under study do not possess the characteristic of dynamism for effectiveness.

**H₁₁:** The null hypothesis that the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess effectiveness is substantiated, therefore accepted and the corresponding alternate hypothesis that the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, possess effectiveness is
rejected (Table Nos.4.61-4.62). Consequently it is concluded that the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, do not possess effectiveness.

To sum up, out of 09 hypotheses 02 are accepted and 07 rejected at 0.5 significance level. The characteristics of integrity and political networking are not lacking in the Frontline management (principals) but they lack vision, courage, initiative, training, exposure and dynamism. The lack of characteristics for effectiveness is manifested in the lack of effectiveness in the colleges under study. Anyhow neither there is altogether absence of these characteristics nor that of effectiveness but they fall short of test value.

5.2.2. Regression Analysis

Linear Regressions Analysis and Multiple Regressions Analysis were carried out one by one.

5.2.2.1 Linear Regressions

The conclusions based upon the results of the hypotheses testing for linear regressions are:

**H\textsubscript{A}10**: The null hypothesis that *the vision of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the vision of the principals in the colleges under study is not significantly affecting the effectiveness of the colleges (Table Nos.4.63-4.64).

**H\textsubscript{A}11**: The null hypothesis that *the integrity of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is not supported hence rejected, and the corresponding alternate hypothesis is accepted, concluding thereby that the integrity of the principals in the colleges under study is significantly affecting the effectiveness of the colleges (Table Nos.4.65-4.66).
**Hₐ₁₂**: The null hypothesis that *the political networking of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is not supported, hence rejected, concluding thereby that the political networking of the principals in the colleges under study is significantly affecting the effectiveness of the colleges (Table No.4.67-4.68).

**Hₐ₁₃**: The null hypothesis that *the courage of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the courage of the principals in the colleges under study is not significantly affecting the effectiveness of the colleges (Table No.4.69-4.70).

**Hₐ₁₄**: The null hypothesis that *the initiative of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly affecting the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the initiative of the principals in the colleges under study is not significantly affecting the effectiveness of the colleges (Table No.4.71-4.72).

**Hₐ₁₅**: The null hypothesis that *the training of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is not supported, hence, rejected and the corresponding alternate hypothesis is accepted, concluding thereby that the training of the principals in the colleges under study is significantly affecting the effectiveness of the colleges (Table No.4.73-4.74).

**Hₐ₁₆**: The null hypothesis that *the exposure of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the exposure of the principals in the colleges under
study is not significantly affecting the effectiveness of the colleges (Table No.4.75-4.76).

**H\textsubscript{A17}:** The null hypothesis that the dynamism of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly affecting the effectiveness of the colleges is supported, hence rejected, concluding thereby that the dynamism of the principals in the colleges under study is not significantly affecting the effectiveness of the colleges (Table No.4.77-4.78).

To sum up, 03 out of 08 hypotheses are accepted and 05 are rejected at 0.05 significance level. The independent variables integrity, political-networking, training, are significantly affecting the dependent variable i.e., effectiveness in the colleges under study. The remaining 05 independent variables vision, courage, initiative exposure and, dynamism are also practically and positively affecting the dependent variable.

### 5.2.2.2 Multiple Regressions

The conclusions regarding the results of the multiple Regressions are as follow:

In Multiple Regressions the independent variables are collectively regressed against the dependent variable and the results show that the independent variables are not significantly and strongly affecting the dependent variable except integrity, political networking and training. The independent variables vision, courage, initiative, exposure and dynamism are weakly but practically and positively affecting the dependent variable i.e., effectiveness (Table Nos.4.79-4.81).
5.2.3 T-test for Paired Samples (Associations)

On the basis of the results of the t-test for Paired Samples the conclusions are as under;

**Hₐ18:** The null hypothesis that *the vision of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the vision of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges (Table Nos.4.82-4.83).

**Hₐ19:** The null hypothesis that *the integrity of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges* is not supported, hence rejected and the alternate hypothesis is accepted, concluding thereby that the integrity of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges (Table Nos.4.84-4.85).

**Hₐ20:** The null hypothesis that *the political networking of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges* is not supported, hence rejected and the alternate hypothesis is accepted, concluding thereby that the political networking of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges(Table Nos.4.86-4.87).

**Hₐ21:** The null hypothesis that *the courage of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges* is supported, hence accepted, concluding thereby that the courage of the frontline management
(principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges (Table Nos.4.88-4.89).

**HA22:** The null hypothesis that the initiative of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges is supported, hence accepted, concluding thereby that the initiative of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges (Table Nos.4.90-4.91).

**HA23:** The null hypothesis that training of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges is not supported, hence rejected and the alternate hypothesis is accepted, concluding thereby that the training of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges (Table Nos.4.92-4.93).

**HA24:** The null hypothesis that the exposure of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges is supported, hence accepted, concluding thereby that the exposure of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges (Table Nos.4.94-4.95).

**HA25:** The null hypothesis that the dynamism of the frontline management (principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is significantly correlated to the effectiveness of the colleges is supported, hence accepted, concluding thereby that the dynamism of the frontline management
(principals) of the selected Public-sector postgraduate peripheral colleges in the Punjab, Pakistan, is not significantly correlated to the effectiveness of the colleges (Table Nos.4.96-4.97).

To sum up, out 08 hypotheses 03 are accepted and 05 are rejected at 0.05 significance level. Hence integrity, political-networking and training of the principals of the colleges under study seem to be significantly correlated to effectiveness, while vision, courage, initiative, exposure and dynamism of the principals are not significantly correlated to the criterion variable, effectiveness at 0.05 significance level. The independent variables which are not significantly correlated to the dependent variable are (vision, courage, initiative, exposure and dynamism) are however positively and practically correlated to the criterion variable.

5.3. SOME SIGNIFICANT CONCLUSIONS

It has been revealed through the data analysis and inferences drawn there from that the characteristics of integrity, political networking are significantly present in the frontline management (principals under study and integrity, political networking and training have figured up as significantly affecting and correlated to the criterion variable of effectiveness in the present study. Political networking internally and externally is one of the dire needs to survive in the highly politicized environment of the Public sector educational institutions. Similarly integrity provides high moral ground power to the person develops trust in the subordinates. Training also develops confidence in the possessor of training. These factors consequently enhance effectiveness.

5.4 TRIANGULATIONS THROUGH OBSERVATIONS

The results that have been obtained through the analysis of quantitative data about effectiveness and the characteristics of human material affecting this change in the public sector colleges under study were almost the same when observed by the researcher in these colleges under study.
The public sector colleges presented deplorable scene. There was chaotic situation in the colleges with lack of discipline. The buildings and playgrounds presented a deserted outlook. College libraries were in a very poor condition without librarians. These observations matched most of the results obtained from the fifteen indicators of the effectiveness, undertaken in the study which was far below the mean value of 3, the test value.

Similarly the human material posted as principals of in these colleges was of the residual nature, poor at the general standards of human behavior and attitude. Some of the people, whom I came across, were very poor in comprehension and communication.

5.5. SOME SPECIAL OBSERVATIONS BY THE RESEARCHER

As the researcher’s target were the evaluation of effectiveness and the characteristics of the frontline management (principals) affecting this effectiveness in the public sector colleges, so during my visit of a college, it presented the following scene:

College was having a broken boundary wall, principal’s office suffocated with a lot of members of the staff, students roaming about in the college, broken furniture lying in verandas, principal absent rather on French leave, lawns without trimming, staff room lying vacant without staff members, clerical staff, enjoying food in the office. The principal, who was a physical wreck, came to the college office at 12.00 noon. Some very junior staff members were in charge of the affairs of the college. The principal's lavatory was being used by some of the members of the clerical staff. A library attendant was offering prayer in the in the principals retiring room, while the facility of mosque was there in the college. The library of the college had no catalogue,

The principal disappeared from the scene after one and a half hour, after giving some comments on the letters received from different quarters. The teachers sitting in the principal’s office also disappeared and now some peons and watchmen appeared on the scene and they prepared tea in the pantry annexed to the principal’s office, meant for the principal's guests. The office attendant of the principal entertains his baby girl in the principal’s office and then she enjoys sleep on a sofa right inside the principal’s office.
Now and then someone comes to make a telephonic call in the principal's office. That showed complete deterioration of the formal position of the office and it rather looked like an inn. Also the college gave an utter look of physical deterioration.

Some of the principals that the researcher came across were in no way equal to the occasion. While in a discussion about 2nd World War with one of the principals, the gentleman was of the opinion that Germany and Japan were neighbours, so they were allies. Then another thought East Pakistan and West Pakistan were territorially linked and now have been disseminated. The deterioration was visible in dress, the level of communication and the maintenance of official decorum; the personal characteristics desirable for effectiveness hypothesized in his study were perceptible in the human material deployed as principals except in a few ones.

5.6. CONCLUSIONS FROM OPEN-ENDED QUESTIONS

The open ended questions regarding the effectiveness of the public sector colleges and the quality of human material posted there as principals got the following worth considering opinions:

- The public sector colleges are not delivering the goods properly and effectively.
- The principals of the public sector colleges are not meritorious people with deliverables.
- There is urgent need of replacing the ineffective principles with the effective ones.
- There should be some criteria for section of principals that brings the best to the scene.
- There should be separate cadre for the principals of public sector colleges and professional training for the principals should be comprehensive.
- Principals should be empowered for hiring and firing of the staff.
- There is dire need of making the colleges autonomous and posting the professionally competent people as their principles.
- The Salary package for the principals should be very attractive along with the fringe benefits to attract the best to the scene. Although there are other
considerations like, authority, honour, prestige and other fringe benefits attached to a position yet in this material era the financial consideration is for the most the highest consideration, as it is said that it money for which the teacher teaches the dancer dances and the lawyer pleads. Exceptions may be there normally people monetize the considerations except the saints.

- The pre-service training for a long period not less than one year should be a must for the principals, especially in some high rating college like Govt. College Lahore or F.C College Lahore.
- There should be separate management cadre for colleges, consisting of people selected on merit on the some tough criteria.
- Principal of a public-sector college be made more powerful to enhance the effectiveness of the public sector colleges?
- Politicization of the public sector colleges should be curtailed by the government and the principals should be allowed to work in a pressure-free environment.
- The people to be appointed as principals must be with characteristics necessary for effectiveness like vision, integrity, exposure, initiative and deliverables.

In the light of the open-ended it concluded that the public-sector colleges are deteriorating day by day. They are not delivering the goods properly. Government must take the necessary corrective step to save this sector of public education.

5.7 SOME TRENDS IN THE ANALYSIS

As is clear from the data on effectiveness, I observed various trends in the effectiveness in the colleges, depending upon their location and proximity to some prominent city. More peripheral colleges were with greater ineffectiveness. The colleges near the G.T. Road had less ineffectiveness as compared to those deep in the interior Punjab.

A second trend was clearly visible that the colleges with old traditions were with comparatively less ineffectiveness as compared to the newly established post-graduate colleges. Thus culture was significantly affecting effectiveness. This in my opinion based
on the observation and the analysis of data. The possible reason for this observed phenomenon is the closeness to and easy access of the top and middle level administrative machinery. It may also be due to the hangover effect of the traditions in these old colleges.

And a third notable trend was the reflection of the personality of the principal was visible in the respective college. The principals, who manifested the hypothesized characteristics to some extent, also had significant and observable bearing on the effectiveness of the college.

The respondents tended to remain indifferent by not expressing their opinion, which shows fear or not being interested in the study. The effectiveness of the colleges under study had various shades depending upon the traditions of those colleges and the history of the colleges. Some of the colleges in the relatively big cities manifested more effectiveness as compared to the ones in the remote areas. Anyhow overall ineffectiveness prevailed in the colleges under study.

5.8 RESEARCH QUESTIONS ANSWERED

On the bases of the results of the present study the questions mentioned in the beginning of this study (chapter No.1, p.23) stand answered.

The main question was:

1- Does the frontline management (principals) of the selected public sector postgraduate peripheral colleges in the Punjab, Pakistan possess the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which are necessary for their effectiveness in the present scenario?

✓ According to both the qualitative and the quantitative data of the colleges under study the frontline management does not possess the desirable characteristics of vision, courage, initiative, professional management training, high exposure and dynamism which are necessary for their effectiveness in the present scenario. But they possess characteristic of integrity and political-networking.
The related questions were:

2- Is there is in-effectiveness pervading in the selected public sector postgraduate peripheral colleges in the Punjab?

✓ According to both the qualitative and the quantitative data of the selected public sector postgraduate peripheral colleges in the Punjab, there is ineffectiveness prevailing in these colleges.

3- What is the expected rank-ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in the present scenario in the frontline management (principals) of the selected public sector postgraduate peripheral colleges in the Punjab, Pakistan?

✓ According to the expectations of the respondents the principals should possess the desirable characteristics in the following order of importance for effectiveness:

- Exposure,
- Vision
- integrity,
- training,
- courage,
- political networking,
- initiative,
- and dynamism

4- What is the actually perceived rank ordering of the desirable characteristics of vision, integrity, political-networking, courage, initiative, professional management training, high exposure and dynamism which is necessary for their effectiveness in
the present scenario in the frontline management (principals) of the selected public sector post-graduate peripheral colleges in the Punjab, Pakistan?

✓ According to the respondents, the frontline management (principals) of the selected public sector postgraduate colleges in Punjab, Pakistan had the desirable characteristics for effectiveness in the following order:
  
  • Political networking
  • Integrity,
  • Training,
  • Initiative,
  • Exposure,
  • Dynamism,
  • Vision,
  • and Courage

5- What are the variables significantly affecting the effectiveness of the principals under study?

✓ The independent variables, integrity, political-networking, and training are sufficiently affecting the dependent variable. The Independent variables vision, courage, initiative, exposure and dynamism are showing very weak relationship with the dependent variable and did not seem to be affecting it sufficiently.

6- What are the variables significantly correlated to the effectiveness of the principals under study? (Associations)

✓ Integrity, Political-networking and training of the principals seemed to be significantly correlated to effectiveness and the rest of the variables (vision, courage, initiative, exposure and dynamism do not seem to be significantly correlated to effectiveness of the colleges under study.
5.9. OVERALL CONCLUSIONS

There may be host of other factors effecting effectiveness like lack of basic facilities, lack of infrastructure, lack of staff, cultural factors, lack of proper trained staff, lack of will of the government, poor team members, but the problem under investigation shows that for ineffectiveness the frontline management (principals) is also a factor. This study does not in any way prove that there may not be other factors for ineffectiveness. It only proves that principals of the colleges under study are lacking most of the desirable characteristics stipulated for effectiveness in this study. The actual and perceived rank-ordering of these characteristics is also different. There is rampant ineffectiveness in the colleges under study.

This study also reveals some independent variables affecting the dependent variable and correlation among some independent variables and dependent variable. It has also surveyed the prevailing culture in the colleges under study which is found to be hostile to effectiveness.

The independent variables vision, courage, initiative, exposure and dynamism seem to show very weak relationship with the dependent variable and did not seem to be affecting the dependent variable sufficiently. Only integrity, pol. networking and training of the principals seem to be significantly correlated to effectiveness, and the rest of the variables do not seem to be significantly correlated to effectiveness of the colleges under study.

The colleges under study are highly politicized and the culture prevailing in the colleges seemed to affect the effectiveness of the colleges considerably. Some of the findings seem to have been masked by the interplay of the cultural phenomena.

Integrity, Pol. Networking and training are the main characteristic that seem to be significant in the in the present scenario. Pol. Networking and training are significantly correlated with effectiveness and are also significantly affecting effectiveness in the present scenario. So the principals with these characteristics are the most effective principals as they offset the political moves by the internal and external agents and also
are well connected to the staff and the politicians. They also know their job and are not dependent on others for that. Anyhow if the cultural and attitudinal changes are brought about, then the principals with vision, integrity, pol. networking, courage, initiative, professional management training, and high exposure will be the most effective in the peripheral postgraduate colleges in the Punjab.

5.10. COMPARISON OF THE RESULTS WITH THOSE OF OTHER STUDIES, JUSTIFICATION FOR SIMILAR AND DISSIMILAR RESULTS

The results of the present study support all the literature reviewed in the previous section of this thesis, as all the independent variables (vision, integrity, political networking, courage, initiative, training, high exposure and dynamism) are positively affecting and are positively correlated to the dependent variable i.e., effectiveness. That is what most of the literature explains. As most of the independent variables are absent in the frontline management, so as a result the effectiveness of the colleges under study is also not present up to the desired level. Some of the studies which are almost similar to this study are:

- Arrowood (2005) has given only the rank-ordering of the fifteen most desirable traits in the effective principals based on the responses of the superintendents. Two traits i.e., sense of humour and encouraging were responded to be the most common traits in the effective principals.
- The VIPCITED Model of Effectiveness resembles DECA (1977), Rasmussen (cited in Wolotkiewicz, 1980) Theses models are very complex and with more than 20 variables. They only evaluate the institutional head and not the institution at the same time to establish any correlation and causality.
- Burton, Neil., Brundrett, Mark and Yeung, John (2003) in a study has used both the qualitative na quantitative data to judge the position of the principal of Ying Wa College in terms of the examination results and the and the esteem indicators in the local community. The responses showed that the principal of the college was held in high esteem by the respondents.
• Khawaja (1993) conducted an evaluation of the organizational structure of the University of the Punjab, Lahore, Pakistan. This was a descriptive study. Her findings were that internal or external machinery and mechanism for the evaluation of the performance of the university authorities did not exist.

• Razi (1995) found that the effective principals were more discipline-oriented, and committed. They were more student-oriented and took more interest in their colleges. She concluded on the bases of her research that the students of such colleges took pride in being the students of those colleges and thought merit got more consideration.

• Mehmood (1995) evaluated the secondary school heads for their effectiveness and found that task-oriented heads were more effective as compared to the relationship oriented school heads. He investigated only two aspects of the school heads.

• Ullaha, (2001) evaluated the Management Practices of the principals of the Government Colleges in North Western Frontier Province of Pakistan using Blake & Mouton’s Management Grid. His findings were that 5, 5 style is being applied in the colleges under study. i.e., the principals are using middle of the road policy. They are moderately people-oriented and moderately task-oriented.

• Anwar (2005) conducted a study to evaluate the different techniques being used in administrative and academic decision making in different universities of Pakistan. According to the conclusions reached by him none of the formal decision making techniques are being used in the administrative and academic decision making in the universities of Pakistan.

The models used in the developed countries are not applicable in Pakistan for various reasons, some of them being the socio-cultural and geo-economic ones. The above mentioned foreign models and the other ones mentioned in chapter No.2 of this thesis are very complex, hence difficult in application in a developing country like Pakistan. These studies focused one or two aspects of effectiveness and gave results accordingly.

This particular study evaluates the institutional head in the light of his characteristics then, gives the actual and expected rank-ordering of these characteristics, regresses these
characteristics against the effectiveness and finally correlates them with effectiveness. So this study multidimensional hence it is more exhaustive. It does not refute any previous study of this type.

5.11 ALIGNING THE OBJECTIVES OF THE STUDY WITH THE RESULTS

The following objectives were stipulated for the study:

- The qualitative evaluation of the frontline management/ principals of the selected public sector postgraduate colleges in the Punjab, Pakistan, for characteristics necessary for effectiveness.
- To determine the characteristics of the best-suited college principal in present scenario.
- To suggest measures to reduce ineffective supervision based on the results of the present study.
- To introduce a new evaluation scale for measuring effectiveness in the changed current scenario.
- To ascertain whether the lack of these personality characteristics for effectiveness is the cause of ineffectiveness in the targeted colleges.
- To ascertain the causality among the personality characteristics and effectiveness in the targeted colleges.
- To ascertain the correlation among the characteristics and effectiveness in the targeted colleges.
- To determine the actually perceived rank-ordering of the characteristics for effectiveness.
- To determine the expected rank-ordering of the characteristics for effectiveness.

As it is evident from the preceding sections of the thesis, all of the aforesaid objectives of the study have been achieved, and the satisfactory answers and solutions have been researched.
5.12 IMPLICATIONS OF THE STUDY

The implications of the study are the following:

- While applying the VIPCITED Model for measuring effectiveness, the model is not to be applied in isolation other factors are to be considered.

  - Will of the Government is also an important factor for checking ineffectiveness.
  - Gown and town relationship is of prime importance, how the community supports the efforts of the educationists.
  - The prevailing culture in the country effects the college education and effectiveness of the principals.
  - The politicization in the governmental institutions is another factor for ineffectiveness.
  - The ambiance of the particular college also plays a part in the effectiveness.
  - The institutional support by the other institutions is also of significant importance for effectiveness.
  - The infrastructures of the colleges are of the prime importance, which needs improvement.
  - Continuous monitoring by an external agency is a must.
  - This is a college principal specific model for measuring his effectiveness.
  - It also shows that it is the first of its kind in the Punjab.

- The VIPCITED Model of Effectiveness resembles DECA (1977), Harvey (1976) & Hillway (1973) and Rasmussen (cited in Wolotkiewicz, 1980) but it differs from them in an aspect that it claims to evaluate the principal and the institution simultaneously. The model checks effectiveness characteristics, and the physical effectiveness through indicators. It is specifically based on our own.
requirements, developed by our own experts; is simple and can be applied to all the colleges/educational institutions.

- This type of study can be carried out for all type organizations for testing the frontline management human material.

- The job of a college principal is not of simple sort, so the persons who are to perform this job should be qualitatively evaluated to sort out the right persons suitable for this assignment. This is only possible if the persons who are to perform this job are regularly and periodically tested for effectiveness and suitability to attain the organizational goals and this model is an effort in this direction.

- Every organization can design a model for it with modifications, applying the situational theory according to the requirements of that particular organization based upon the experts of that particular field.

- Only the selected public sector postgraduate peripheral colleges in the Punjab, Pakistan have been the focus of this study but this type of qualitative evaluation of the management of all categories of educational institutions can be carried out. Similarly it can even be extended to the other government institutions.

- Contrary to the APER, this model is simple, and easy to apply. This checks and evaluates effectiveness specifically while the APER is complex and blends efficiency with effectiveness, where the efficiency and effectiveness stands jumbled.

- There are certain things to be done by the government to provide a contusive environment in and around the educational institution to enable the frontline management in the public sector colleges to operate at their level best to achieve the stipulated organizational goals. So the government must also play her role.
5.13 SIGNIFICANCE OF THE STUDY

The study is important and useful in many ways. The most important aspects of significance of the study are as under:

5.13.1 Significance of the Study Nationally

It is important nationally as under:

- The principal of a college is one of the least researched and least discussed topics in educational circles in the Punjab, but the importance of the position in the day-to-day operation of the college site is growing every day. This study is a step in this direction. Green (1988, p.57) has given the following observation, “Nonetheless if chairs are not doing their jobs, educational mission of the institutions is badly jeopardized.”

- This study aims at identifying the glaring gaps in the existing situation of the area under research study and brings forth recommendations to improve the state of affairs in the public sector colleges in the Punjab. The study ‘Frontline Management Evaluation of the Public-sector Postgraduate Colleges, in the Punjab in is a significant investigation as it aims to help in determining the level best person suited to be the principal of a public sector college in the changed socio-political environment in Pakistan. Gmelch (quoted in Ruben, 2004, p. 293) notes that:

  Educational leaders usually come to the positions without leadership training, and without a full understanding of the complexities of the responsibilities the role entails. One of the most fundamental shortcomings of the usual approach to the leadership selection and preparation is the failure to recognize the distinct set of competencies required for the success as a leader compared with those for a success as a faculty member.
It aims at minimizing the ineffective supervision and fills the existing gaps in the frontline college management. Recommendations in the light of findings of the analysis of data are to be made to the Govt. of the Punjab for providing guidance in selection and appointment of the best suited persons as principals of the public-sector colleges in the Punjab in particular, which in turn will help in uplifting of this segment of the Education Department in the Punjab, Pakistan. It is vital for the betterment of the education department Govt. of the Punjab, in particular and for the society in general, because implications of the betterment in the education are far reaching.

No such study has been carried out in this area in the Punjab. With slight variation it can be applied to all the colleges of the Punjab and then to those of whole Pakistan. It aims at providing a solution for one of the challenges enunciated by the Education Department govt. of the Punjab, namely; ineffective supervision. It is an applied research and not the basic one because it brings out a solution to the current problem. Colleges and universities must be well managed if they are to remain great and, in many cases their leaders will need to change their attitudes towards management as well as their managerial styles if they are to foster needed academic change.

This study provides framework necessary for selection and evaluation of college administrators exclusively, which is frontline college management specific. This study provides an evaluation framework exclusively for this purpose, which will be Punjab specific also.

As Wolotkiewicz (1980, p.62) has noted that:

It is just as important that administrators be evaluated on some systematic basis. Too often, ineffective administrators have continued in their positions without any kind of formalized review. A policy and procedural outline that calls for a periodic review can be invaluable to the effective administrator and can provide a basis
for some kind of action when an administrator is perceived as ineffective.

- Hayes (1987) has overall noted the shortcomings of the education system in Pakistan in general, while this study particularly focuses the managers/principals of the public-sector colleges in the Punjab, Pakistan. It aims at evaluating them qualitatively.
- As the job of a college principal is complex sort, so qualitative evaluation for sorting out the right persons suitable for this assignment is necessary. This should be done on the regular and periodical bases for organizational for effectiveness. Wolotkiewicz, (1980 p.49), notes, “The administrator should be assisted in his or her growth through the process of evaluation which will be accompanied by an increase in the overall effectiveness of the educational organization.”
- Although this study focuses on the peripheral postgraduate colleges in Punjab, yet it can serve as a model for other organizations for designing a framework for evaluation for them after modifications suggested by their experts.
- This study is pioneer one of its nature and can stimulate and catalyze other related studies in this field.
- The findings, conclusions and recommendations of the study are beneficial for the educational planners and administrators in particular and the students and the subsequent researchers in general.

5.13.2. Significance of the Study Internationally

It is important internationally as under:

- This study is significant internationally as college managers/ principal’s evaluation and the search for the persons with proper attributes/characteristics is highly demanded universally.
- This study will be an addition in the existing literature of educational management and the researchers in this field of study can benefit from this
endeavour, as there is exhaustive literature review both synoptic and focused one regarding various variables of effectiveness.

- The theoretical framework of this study is also an addition in the existing models of evaluation of college principals with the indication and manifestation that the research work is in progress in Pakistan.
5.14 RECOMMENDATIONS BASED ON FINDINGS OF THE RESEARCH

On the bases of this study it is evident that ineffectiveness is rife and rampant in the peripheral postgraduate public sector colleges in the Punjab. The frontline management of the colleges under study also lacked the majority of the desirable personality characteristic for effectiveness. Following recommendations are hereby advanced on the bases of this study:

- The existing lot of the principals of these colleges should be evaluated for effectiveness for these desirable characteristics and replaced if not according to the stipulated standards.

- The principals of these colleges should be selected keeping strictly in view the desirable characteristics for effectiveness.

- Redundancy in the human material placed as principals should be removed, and new blood equipped with these skills and characteristics should be inducted in this field.

- Although the Education Department Govt. of the Punjab, DSD Punjab and AEPAM, Islamabad are doing a good job in providing the in-service training to the principals and vice principals, yet exhaustive training in different areas is required, like financial matters, human skills and organizational management as the principals under study lack the desirable personal characteristic of professional management training (Table No.4.55 &4.56).

- There should be during service evaluation for effectiveness and those who do not qualify it should be removed from this scene.

- People with professional management degrees, especially in the relevant field of education should be tried in this area.

- There should be continuous updation of principals in the areas of financial management, human skills and organizational management.

- The people with desirable characteristics for effectiveness should be brought into the scene.
• As it is evident from the expected rank-ordering of the desirable characteristics by the respondents, the exposure of the frontline management stands at the top, so the people with high exposure along with other desirable characteristics, vision, integrity, training, courage, political networking, initiative and dynamism be posted as principals to turn around the public-sector colleges (Illustration 4.1).

• There must regular evaluation of characteristics of the principals along with stated institutional goals, and the principals should come on merit and stay with performance.

• There must be coordination of all departments, empowerment of principals, culmination of politicization in colleges, if they are to function effectively.

• The best possible incentives should be given to the college principals to attract the best human material towards this educational assignment.

• It seems that affairs have gone beyond the control of the government due to mutualism and encapsulation, so autonomy of college education without talent loss is desirable. There should be different fee structure for talented students, needy students, affluent students and ordinary ones when the colleges are set autonomous. G.C. Lahore and F.C. College Lahore are the examples for this.

• This ineffectiveness needs to be redressed. As ineffectiveness is rife and rampant in the peripheral postgraduate public sector colleges in the Punjab, this ineffectiveness needs to be redressed (Table No. 4.61 & 4.62).

• Punishment and reward system should be strictly implemented for gearing up the courage, initiative and dynamism aspect of the frontline management as the principals under study lack courage, initiative and dynamism (Tables 4.51 to 4.54&4.59, 4.60).

• Government should perform his due by providing standardized infrastructure, making the educational institutions politics free, and posting the principals with desirable characteristics after rigorous and comprehensive training, as these institutions are highly politicized, lacking infrastructure, and the principals are lacking professional management training (Tables No.4.32 &4.55, 4.56 and responses from unstructured interviews).
• Pre-service training, after selection for one year in the Educational Management Academy, and then one year as principal U.T. in some big college like Government College Lahore or F.C. College Lahore to increase the vision through exposure of the incumbent, as the principals under study lack the desirable personal characteristics of vision and exposure. (Table no.4.45, 4.46 &4.57, 4.58). This can also be done through exposure of the new incumbents to the educational institutions of the advanced foreign countries.

• The Wholistic institutional concept should be applied, strictly monitored and seriously supervised for attaining effectiveness.

• There should be separate Education Management Cadre, and the principals of the colleges should be selected after a written competitive examination and a comprehensive interview by a panel of experts of the relevant field keeping in view the desirable qualities for this position.
5.15 RECOMMENDATIONS FOR FURTHER RESEARCH

Following are some of the recommendations for further study in this area:

- A research to explore that how to find out the principals with these desirable characteristics for effectiveness for public-sector college management should be conducted.
- Comprehensive study to investigate as how to attract the people with these characteristics to the assignment of principalship in the public-sector colleges in the Punjab, Pakistan is needed.
- The retention of the people with the desirable personal qualities to the position of principalship is another dimension of the research in this area. So how to retain the principals with desirable characteristics for effectiveness for public-sector college management should be thoroughly researched.
- The culture prevailing in educational institutions is a significant variable for effectiveness and the cultural change conducive for effectiveness in the government colleges is imperative. Research study in this direction can be carried out to suggest measures to inculcate cultural change in the educational institutions in Pakistan.
- There is attitudinal difference in the government sector colleges and public sector colleges in Pakistan as regards their teachers and other employees. A study can be conducted for attitudinal change conducive for effectiveness in the Govt. colleges.
- Behavioral change, conducive for effectiveness in the public sector colleges in Pakistan also needs exhaustive research.
- Motivation of the political will so that it keeps the educational leadership development on the top priority is another aspect which should be thoroughly studied.
- A Model for Ineffectiveness /characteristics of ineffectiveness in the public sector colleges should be developed to distinguish the effective colleges from the ineffective ones.
• The politicization of the educational institutions has posed a serious threat to effectiveness in these institutions, therefore it needs to be researched as how to minimise the political interference in the public-sector colleges in Pakistan.

• Tuition mafia is a hindrance in effectiveness in the public-sector colleges. It is counterproductive to effectiveness in the public sector colleges through the exercise of power in the form of pressure groups. This is another grave concern to be studied for eradication of this menace.

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Every subject, discipline and profession has terminologies of its own, which have peculiar meanings in that subject, discipline, and profession. Similarly ‘Management Science’ has got its own terms, which carry special meanings in this very discipline. Some of these terms used in this study, have been defined and elaborated accordingly in the following:

1-Ability

Fleishman (1972), a leading researcher of human abilities, defines abilities “as general capacities related to the performance of a set of tasks” Abilities develop over time through the interaction of hereditary and experience, and are long lasting. Over 100 types of different abilities have been identified, including intelligence, verbal comprehension, numerical ability, and inductive reasoning.

“Ability includes both the natural aptitudes and learned capabilities required to complete a task successfully.” (McShane & Travaglione, 2003, p.39).

2. Attributes

Woolfolk, (1998) has defined attributes as “the set of distinctive features shared by the members of a category.”

3-Capability

“It is the ability or power to do something. It is the quality which somebody has for doing something, but which may not have been fully developed.” (Crowther, 1998, p.164).
4-Capacity

“It is the ability to hold or contain something or the ability to produce, experience, understand or learn something.” (Crowther, 1998, p.164.)

5-Competency

“These are the abilities, values, personality traits, and other characteristics of people that lead to superior performance.” (McShane & Travaglione, 2003, p.39).

6-Educational Administration

Goel & Goel (1994) have defined Educational Administration as “a branch of Administration, which provides educational services to the people with economy and efficiency.” It is generally accepted as a subset of administration.

7-Efficiency

“Getting the most output from the least amount of inputs; referred to as doing things right.” (Robbins & Coulter, 2000, p.6)

“By giving up efficiency, it is often easier to be effective, and vice versa.” (Robbins, 1980,p.400)

8-Effectiveness

“Completing activities so that organizational goals are attained; referred to as doing the right things.” (Robbins & Coulter, 2000, p.7)

9-Evaluation

Arif (1997, p.263), puts it in this way, “Evaluation is a process through which a decision or value judgment is made from a variety of observations. Evaluation often uses
test but also obtains evidence in other ways such as interviews, questionnaires, and anecdotal records to provide information to decision makers in education.”

10-Moderating Variable

“The moderating variable is one that has a strong contingent effect on the independent- dependent variable relationship. That is, the presence of third variable (the moderating variable) modifies the original relationship between the independent and dependent variables.” (Sekaran, 2003, p.91)

11-Operational Definition: Dimensions & Elements

“Operationalizing, or operationally defining a concept to render it measurable, is done by looking at the behavioral dimensions, facets or properties denoted by a concept. These are then translated into observable and measurable elements so as to develop an index of measurement of the concept.” (Sekaran, 2003, p.177)

12-Operational Management/First-line Management/Supervisory Management/Lower level Management/ Frontline Management

“It is the lowest level of management in the management hierarchy in any organization. Different nomenclature is used for this level of management. i.e., first-line management, front-line management, supervisory management, co-coordinating management, and operational management etc. They coordinate the activities of the operating employees. The decision-making at this level is programmed and the frontline management only implements them.” (Griffin, 1997).

13-Organization

“It is defined as A group of people working together in a structured and coordinated fashion to achieve a set of goals.” (Griffin, 1997, p.4)
14. Performance

Robins & Coulter (2000, p.554) defines performance as “the end result of an activity.”

These are the results of activities of an organization or investment over a period of time. It includes accomplishment of a given task measured against preset standards of accuracy, completeness, cost and speed. (Decimone, Randy L., Werner, Jon M. & Harris, David M 2002).

15-Personality

“Personality is the stable set of personal characteristics that account for consistent patterns of behaviour.” (Decimone, Werner & Harris 2002, p.84).

“The relatively stable patterns of behaviours and consistent internal states that explain a person’s behavioural tendencies.” (McShane & Travaglione, 2003, p.92).

16-Personality Trait

“A personality trait can be defined as ‘an enduring attribute’ of a person that appears consistently in a variety of situations. In combination, such traits distinguish one personality from another.” (Luthans, 1981, p.133.)

17. Peripheral Colleges

For the purpose of this study, the peripheral colleges mean, the colleges which are either in remote areas or which may be in big cities but are not thought to be the main colleges of the city.

18-Postgraduate College
The colleges where the education is imparted even after graduation, i.e., where the teaching classes for MA, MSc, etc., are held. (Government of the Punjab, 2005)

19-Principal:

Principal is the head of the college and responsible for directing and running the institution. (Kalara, 1997, p.11)

20. Public-sector College

These are the colleges which are owned and managed by the government. (Government of the Punjab, 2005)

21- Questionnaire

“A series of questions dealing with some psychological, social, educational, etc., topics or topics, sent or given to a group of individuals, with the object of obtaining data with regard to some problem; sometimes employed for diagnostic purposes, or for assessing traits of personality.” (Drever, 1984, p.237)

22-Research Design

Cooper & Emory (2000) consider that it is the blueprint of the whole study.

“It involves the planning of the actual study, dealing with such aspects as the location of the study, the selection of the sample, and collection and analysis of data.” (Sekaran, 2003, p.55).

23-Skill

“Skills are similar to abilities, but differ in that they combine abilities with capabilities that are developed as a result of training and experience.” (Dunnete, 1976). “Skills are often categorized as psychomotor activities (while abilities tend to be more
cognitive) and are typically measured in terms of ease and precision evident in the performance some task.”(Goldstein, 1991)

24-Survey Research

“Survey research, also called sample surveys, examines the frequency and relationships between psychological and sociological variables and tap into constructs such as attitudes, beliefs, prejudice, preferences and opinions. For example, a sample survey could be used to assess adolescents’ perceptions of curfew enforcement.”(Salkind, 1997, p.213)

25-Theoretical Framework/Conceptual Framework

“After conducting the interviews, completing a literature survey, and defining the problem, one is ready to develop a theoretical framework. A theoretical framework is a conceptual model of how one theorizes or makes logical sense of the relationship among the several factors that have been identified as important to the problem. In sum, theoretical framework discusses the interrelationships among the variables that are deemed to be integral to the dynamics of the situation being investigated. Developing a good theoretical framework is central to examining the problem under investigation. Thus, the entire research rests on the basis of the theoretical framework.” (Sekaran, 2003, pp.86, 87)
APPENDIX ‘II’

COPY OF LETTER OF TRANSMITTAL

Faulty of IT/Management Sciences & Engineering,
National University of Modern Languages,
H-9, Islamabad, Pakistan.

Subject: Doctoral Study

Dear Sir,

You will appreciate the endeavour that I am conducting a study for the ‘Evaluation of the Frontline Management/principals of the Public-sector Postgraduate Colleges in the Punjab,’ under the kind guidance of Honourable Prof. Dr. Rashid Ahmad Khan, Dean, Faculty of IT/Management Sciences & Engineering, National University of Modern Languages, Islamabad.

In order to collect, assess and analyze the data questionnaires have been designed to take the valuable views. Since you are concerned with the subject, I therefore request you to fill the attached questionnaires. It is my hope that your interest and concern for the improvement of the college management will outweigh any inconvenience that you might experience for completing the questionnaires. Thank you for your cooperation in this undertaking.

With profound regards.

Recommended for full cooperation, Sincerely Yours,

Prof. Dr. Rashid Ahmad Khan (ANSAR MAHMOOD)
Dean, Faculty of IT/Management Sciences
National University of Modern Languages, Registration No. 218- PhD/MS/2004.
H-9, Islamabad National University of Modern Language
. H-9, Islamabad
APPENDIX ‘III’

QUESTIONNAIRE FOR VICE-PRINCIPALS AND SENIOR-MOST-STAFF MEMBERS FOR MEASURING INDEPENDENT VARIABLES

Please complete the questionnaire by encircling the number you feel best describes your perception.

Key:   SD for strongly disagree   = 01
       D  for disagree                = 02
       UD for undecided             = 03
       A  for agree                      = 04
       SA for strongly agree        = 05

Your principal, regarding the college,

1- (i) Often talks of future possibilities regarding college.                     SD    D     UD       A      SA

   (ii) Plans his future activities about college.                                SD    D     UD       A      SA

   (iii) Thinks he can make a difference to the college.                        SD    D     UD       A       SA

   (iv) Is distracted sometimes.                                                SD    D     UD       A       SA

2- (i) Always keeps commitments.                                                SD    D     UD       A      SA

   (ii) Admits mistakes made on his part.                                      SD    D     UD       A      SA

   (iii) Shares bad news along with the good one

   regarding college.                                                          SD    D     UD       A       SA

   (iv) Does not get personal benefits from the staff members

   at the cost of college.                                                      SD    D     UD       A      SA

3- (i) Is well-connected to the staff.                                          SD    D     UD       A      SA
(ii) Notables of the area often visit his office.

(iii) Is connected to the local politicians.

(iv) Has connections with some prominent politician.

4- (i) Does not compromise with the pressure groups.

(ii) Takes stand wherever necessary.

(iii) Does not sidetrack the hard decisions.

(iv) Openly expresses his opinion.

5- (i) Realizes what needs to be done in time.

(ii) He initiates action without delay.

(iii) He seeks help for his actions from different quarters.

(iv) He does not keep on pending college affairs till the last moment.

6. (i) He has a professional management degree/diploma.

(ii) He has on-the-job training for the present assignment.

(iii) He did internship/or in-service training in some organization.

(iv) He did in-service training in some organization.

7. (i) He received his secondary education in some reputed school.

(ii) He had his college education in one of the reputed colleges of Pakistan or some reputed college abroad.

(iii) He got his postgraduate education as a full time
regular scholar.

(iv) He had a chance to work with some big organization other than his present department.

8- (i) Is present personally in every situation.

(ii) Enjoys good health.

(iii) Supervises the activities vigorously.

(iv) Exerts due force where necessary.
APPENDIX ‘IV’

QUESTIONNAIRE FOR VICE-PRINCIPALS AND SENIOR-MOST STAFF MEMBERS FOR MEASURING DEPENDENT VARIABLE, EFFECTIVENESS

Please complete the questionnaire by encircling the number you feel best describes your perception, regarding your college. The effectiveness of the college and that of the principal are taken as the synonymous.

Key:   SD for strongly disagree  = 01
       D  for disagree               = 02
       UD for undecided             = 03
       A  for agree                  = 04
       SA for strongly agree        = 05

As regards your college,

1. Class work is regular.  SD  D  UD  A  SA

2. University Exams. results for the last 03 years
   are positive.           SD  D  UD  A  SA

3. Labs, library and playgrounds are properly maintained.   SD  D  UD  A  SA

4. Annual sports competition is held every year.           SD  D  UD  A  SA

5. College magazine is published every year.                SD  D  UD  A  SA

6. Internal exams. are held regularly.                     SD  D  UD  A  SA

7. Annual functions are held every year.                   SD  D  UD  A  SA

8. Students are satisfied with the state of
   affairs in the college                                   SD  D  UD  A  SA
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<tbody>
<tr>
<td>9. Public has good image of the college.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
</tr>
<tr>
<td>10. Placement rate in the workforce is significant.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
</tr>
<tr>
<td>11. College office works properly.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
</tr>
<tr>
<td>12. Enrollment rate is sufficient.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
</tr>
<tr>
<td>13. Student retention rate is very high.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
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<tr>
<td>14. Principal encourages staff development.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
</tr>
<tr>
<td>15. Principal takes interest in college improvement.</td>
<td>SD</td>
<td>D</td>
<td>UD</td>
<td>A</td>
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College Code

For the researcher’s use only
APPENDIX ‘V’

QUESTIONNAIRE FOR VICE-PRINCIPALS AND SENIOR-MOST STAFF MEMBERS FOR EXPECTED RANK-ORDERING OF INDEPENDENT VARIABLES

Eight desirable personality characteristics of a college principal for effectiveness are given below. Please rank orders them according to your perception, keeping in view the present status of the public-sector colleges in the Punjab, Pakistan. *The effectiveness has been defined as the degree to which an organization achieves its stated goals.* The following fifteen indicators of effectiveness have been taken. i.e., (i) Regular class work (ii) College results for last 03 years. (iii) Maintenance of laboratories, library and playgrounds.(iv)Holding of annual sports. (v) Publishing of college magazine. (vi) Holding of internal exams.. (vii) Holding of annual functions in the college. (viii) Student satisfaction (ix) Public image of the college.(x)Placement rate in the workforce.(xi) Functioning of the college office (xii) Student enrollment rate. (xiii) Student retention rate (xiv) Staff development. (xv) College improvement.

<table>
<thead>
<tr>
<th>Personality Characteristics</th>
<th>Ranking</th>
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<tbody>
<tr>
<td>Vision</td>
<td>--------</td>
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<tr>
<td>Integrity</td>
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<tr>
<td>Political Networking</td>
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<tr>
<td>Courage</td>
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<tr>
<td>Initiative.</td>
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<td>Professional Management Training</td>
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<tr>
<td>High Exposure</td>
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<tr>
<td>Dynamism</td>
<td>--------</td>
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</tbody>
</table>

College Code

For the researcher’s use only
APPENDIX ‘VI’

THE QUESTIONNAIRE FOR VICE-PRINCIPALS AND SENIOR-MOST STAFF MEMBERS FOR SEEKING GENERAL INFORMATION

Please give your valuable viewpoint regarding the following questions. It will go long way in improving the effectiveness of the Public-sector colleges in the Punjab, Pakistan. Precise answers will be highly appreciated.

1. How can ‘the best’ be attracted towards the Principalship of a college?

2. Should the professional mangers manage the public sector colleges?

3. How do you perceive the pre-service training for the principals?

4. Are you in favor of separate management cadre for college education?

5. Do you think that autonomous colleges are more appropriate in the present scenario?

6. Should principal of a public-sector college be made more powerful to enhance the effectiveness of the public sector colleges?

7. What about the salary package and other fringe benefits regarding the principal of a public-sector college?

8. How can a principal of a public-sector college work effectively in the present scenario?

9. What should be selection criteria for the principals of the public-sector colleges?

10. How can the politicization of the public sector colleges be tackled?

11. Do you consider the personal characteristics a significant determinant for the effectiveness of a college principal?

12. Are the Public sector colleges improving or deteriorating with the passage of time?
13. What are some of the most desirable personal characteristics that you like to see in the principals in the present scenario in the public sector colleges in the Punjab, Pakistan?

14. Do you think that the principals in the Public sector colleges are delivering properly in the current scenario in the Punjab, Pakistan?

15. Any other suggestions for the improving the effectiveness of principals/frontline college management.
APPENDIX ‘VII’

LIST OF THE RESPONDENTS FOR UNSTRUCTURED INTERVIEW

The following people were interviewed by the researcher through an unstructured interview to have a feel of the gravity and severity of the prevailing situation of colleges in the province and for choosing the independent variables for effective principals.

1- Mr. Nazir Saeed, Special Secretary Higher Education, Govt. of the Punjab

2- Mahar Jewan Khan, Ex. Secretary Education, Govt. of the Punjab

3- Ch. Fazal Hussain, Ex. Principal, Govt. Islamia College Gujranwala

4- Zafar Iqbal Cheema, Ex. Principal, M.A.O College, Lahore

5-Dr. Muhammad Kalim, Principal Govt.Dyal Singh College Lahore

6-Nasrullah Khan Virk, Director, Department of Staff Development, Lahore

7- Dr. Muhammad Bashir, Coordinator/Director, PEAS, Lahore

8-Wali Muhammad Ch. Ex. Director Colleges,Multan

9-Rao Zafar Iqbal District Education Officer colleges, Okara

10-Haider Mehdi Syed, Additional Secretary establishment, Higher Education Govt. of the Punjab