

# Gap Analysis Of Expectations Of Academic Staff From Principal And Their Understanding By Principal In The Polytechnics Of Himachal Pradesh

Suneel Kumar<sup>1</sup>, Dr. Megha Mehta<sup>2</sup>

<sup>1</sup>Joint Director, Department of technical Education, Himachal Pradesh, Email: [suneelvermahp@gmail.com](mailto:suneelvermahp@gmail.com)

<sup>2</sup>Associate Professor, Department of Management, Lovely Professional University, Punjab, India, Email: [megha.mehta@lpu.co.in](mailto:megha.mehta@lpu.co.in)

## Abstract:

Study focused on analyzing the gap between the expectations of academic staff and understanding of these expectations by principal in the Government polytechnics of Himachal Pradesh. Total 181 teachers and 15 principals from Government Polytechnics responded the questionnaire. Through Independent sample t-test, the expectations; in respect of Institutional Management skills, ethical skills and human skills are analyzed. Results indicated that Principals boast about their understanding of expectations of academic staff but when these understandings are compared with the views of staff a significant difference was found. Gaps were also found on the basis of Gender, Job experience, Designation and Qualifications.

## Introduction:

Leaders are not always there for setting goals and directing the team but sharing of goals is equally important. Leadership cannot be a self centered activity; it is practiced through the followers or team members by working together to achieve set goals. Generally, leadership is the ability to influence, motivate, change the attitude and behavior of subordinates to agree to implement programs and make changes towards the achievement of organizational goals, Singh, S. (2008). The academic leadership is distinctly different than leadership in business or government agencies. Academic leaders focus on teaching, learning, research and scholarship. Positive outcome in institutions is achieved through their own qualities (Sathye, M. (2004). In educational leadership the principal occupies various roles to provide direction and to assert influence on staff to achieve goals. Leadership is a function, which is invested in or expected of, from a person having position of formal

authority. In an institutional leadership, it has a set of functions which are to be performed by Principal and academic staff in different roles. In technical institutions like polytechnic the role of Principal has become more challenging due to the fast changing technology and emerging role of electronic methods in teaching. To keep abreast with the change, along with the routine job a principal has to keep his staff motivated and for this a he must understand the expectations of his staff.

Performance expectations are formed when the characteristics of individuals are imported into task situations. There is a function of personal characteristics in formation of task expectations.( Driskell Jr, J. E. (1982).The personal characteristics or attributes of Principals perceived by teachers have been studied in various studies Richardson, M. D., Lane, K. E., & Flanigan, J. L. (1996). Marasan, et al (2021). Marasan, R. B. (2021), Goolamally, N., & Ahmad, J. (2014). , Oyer, B. J. (2015). On

the basis of attributes of Principals through qualitative analysis by conducting a semi structured interviews with the academic staff of Polytechnics of Himachal Pradesh the expectations from Principal are identified and these are grouped into three dimensions; Institutional Management skills, ethical skills and human skills. The purpose of this study is to find out the gap between the expectations of academic staff from principal and understanding the expectations of academic staff from principal.

### 1. Literature Review:

Day and Harris (2003) have suggested that in academic leadership there are four dimensions. First is related to classroom teaching, second is participative leadership in which the teachers feel a part of institution, third is school improvement and the fourth, which is most important is forging close relationships with individual teachers, which results in mutual learning.

Peter G. Northouse (2009) stressed to remove the complexities and make student, teacher and principal to understand each other and to be accessible and approachable.

Aslanargun, E. (2015). A study was conducted to find the teachers' expectations from school principals for improving their job. Through qualitative research by involving teachers the themes were finalized, These themes were focused on human relationships, Communication, empathy, and initiative.

Kurth, P. (2016). Investigated that what are the expectations of teachers from a Principal in schools and concluded that the highest expectation teachers hold for principals was morale, culture, or practice.

Kiranh, S. (2013). A study was conducted to find out the expectations and perceptions of primary school teachers' from their principals. Through the quantitative research three dimensions; institutional development,

professional development and collaboration with colleagues were concluded.

Marasan, R. B. (2021) Through the explorative qualitative study in a secondary school, it was revealed in the findings that there are three attributes of the principal's leadership namely positive attributes, professionalism attributes, and solidarity attributes which are main contributing factors for school's success.

Richardson, et.al.(1996). On the basis of responses received from teachers the teachers attributes are analyzed .It was found that these are different in ranking that the business managers. The top description of attributes given by teachers for superior academic leaders were;Honest , Forward-looking , Inspiring , Caring , Supportive , Intelligent , Fair-minded , Straightforward , Courageous.

Goolamally, N., & Ahmad, J. (2014). Through exploratory study it was concluded that there were five important traits or attributes which a principal must possess to make an institution excellent. These five attributes are: integrity, forward looking, inspirational, competent and self-efficacy.

Oyer, B. J. (2015). concluded in his study that teachers have rated the confidence and humility, a major factor of principal's leadership effectiveness.

Niqab, et.al. (2015). A study was conducted for analyzing the differences between views of school principals about their own leadership attributes and as viewed by the teachers under their sub-ordination. The study was conducted by selecting five dimensions namely Commitment, comfort, Empathy, Communication skills, Decision Making, Influence, Self-Management and Time management. It was concluded that Principals self rating was higher as compare to ratings of teachers for them.

Börner,et.al. (2018).and Ariratana, et.al.

(2015) have concluded in their study that the school administrators need to complement hard and soft skills, while working with organizational staff and community. The human skills, soft skills and social skills are prime requirement from a principal.

From the review it can be easily noticed that in various studies teachers have defined certain attributes and qualities required in their principals for the improvement of institutions. On the basis of these attributes and qualities the dimensions of expectations from principal can be defined. These attributes are related to their job profile, moral, culture and relation with colleagues and the literature review also concludes that the expectations can be based on these attributes. So the dimensions of expectations finalized by academic staff of polytechnic resembles with the review of literature.

### **Objectives Conducting This Study:**

The foremost aim of this comparative study is to ascertain the opinion of the teachers about Understanding of their Expectations by Principal and in view of this as a leader of Institution how much the Principal understands expectations of his/her academic staff .The objective of this study are:

- (1) What are the expectations of academic staff from Principals?
- (2) Is there any significant difference between the understandings of expectations of academic staff by principal Vs the opinion of the teachers about Understanding of their Expectations by Principal?
- (3) **on the basis of job experience, Qualifications, gender and Designation** is there any significant difference between the understandings of staff regarding expectations of academic staff by principal ?

### **2. Methodology:**

The related literature detailed above was

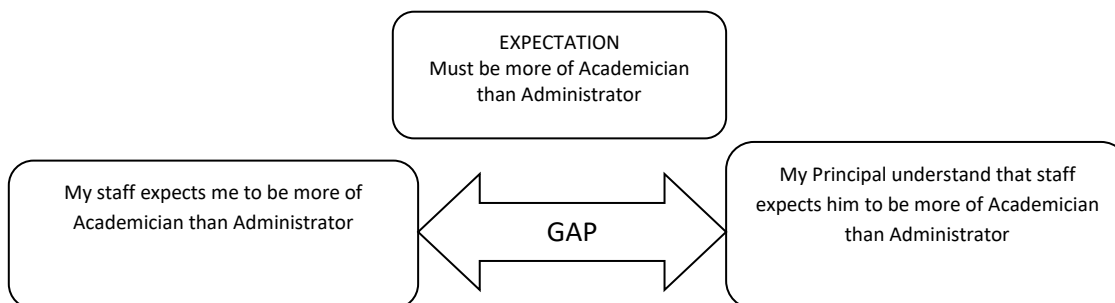
reviewed and in this process the core concepts were defined related to teachers' expectations and opinions about principals. Consequently, two open-ended, semi-structured interviews were conducted with the various teachers of polytechnics. Making the questions open-ended and semi-structured allowed the teachers to freely express their subjective interpretations. The meanings of their responses provided us with an opportunity to gain an understanding of what teacher's value in administration and what they expect from their principal who is an academic leader. In educational leadership the role of principal is not just an administrator so the teachers expected him to be a good human being who also practices ethical and human values. On the basis of this the three the expectations from Principal of polytechnic by academic staff are finalized and grouped on the basis of these three skills; Institutional Management skills, ethical skills and human skills.

To compare the understanding of expectations of academic staff by Principal and how staff feels that their expectations are understood by principal a independent t test will be applied. The variance of the data has to be tested and there should not be any significant difference between variance of data of these two groups.

**Study Sample:** In this study one eighty one(181) academic staff ( H.O.D.,Sr. Lecturer, and lectures) and Fifteen ( 15) Principals were involved from fifteen(15) Government polytechnics of Himachal Pradesh .

**Research Instrument:** On the basis of review of literature and after finalizing the variables of three dimensions of expectations based on Institutional Management skills, ethical skills and human skills two questionnaires, one for academic staff and one for principals were prepared. The expectation items for both the questionnaire were kept similar. The statements were kept

like this as shown in figure 1



**Figure 1**

As given in figure 1 the expectation of academic staff is that Principal should me more of academician than a administrator. So Response on this will be sought from teachers and from principal and if there will be any difference in the level of response then the result will be interpreted whether there is gap between the understanding of expectations of academic staff by principal and in the opinion of staff how much this expectation of them is understood by principal.

These questionnaires were sent to ten experts working in the various universities, Engineering institutions and Polytechnics and have relevant experience of the academics. On their recommendations three non relevant statements were deleted.

For reliability studies, Cronbach Alpha was applied .The value of Cronbach Alpha for academic staff questionnaire came 0.94 and for Principal it came 0.97. The final statements in each questionnaire left were 32. In which 16 statements for Institutional Management skills, 7 statements for ethical skills and 9 statements for human skills were finalized. Likert scale comprising of 7 points

was used for getting response. In which score 1 was given for strongly disagree and score7 was given for strongly agree.

There were two parts in a questionnaire. The first part is related to personal information of participants, such as designation, qualification, gender, job experience and name of institute etc. The questionnaire was forwarded through Google form on the personal emails with a assurance that the identity and data filled by the participants will not be disclosed.

### 3. Results

The most relevant expectations from Principal of polytechnic by academic staff are grouped on the basis of three skills; Institutional Management skills, ethical skills and human skills. Data collected through questionnaires for the study was analyzed using Excel software. Mean scores on a Seven-point strongly agree to strongly disagree scale were compared for the data received through both questionnaires, independent t-test was applied on the collected data.The data analysis was done by using Excel 10 software.

The results found are:

Demography of Academic Staff =(181)

#### Demography of Academic Staff

Designation	Gender	Qualification	Experience
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Lecturer and Sr.Lect	HOD	M	F	Graduate	P G and Doctorate	Less than 10 years	More than 10 years
149	32	109	72	115	66	37	64

### Demography of Principals

Qualification		Sex		Age		Experience	
Graduate	Post Graduate and PhD.	M	F	0-45	>45	Less than 10 years	More than 10 Years
8	7	13	2	nil	15	11	4

### Descriptive statistics for academic staff perception of understanding of expectations of academic staff from Principals and understanding of expectations of academic staff by the Principal:

Dimensions	Principals		Teachers		t	Sig. (two tailed) p	Mean Difference	Remarks
	M	SD	M	SD				
Expectations of academic staff from Principal	5.48	0.93	5.07	1.049	1.99	<b>0.00005</b>	0.99	p is <0.05 hence significant

Variance : 0.23 : 0.06, No significant difference in the variance of data

The results show that there is difference in means of response given by staff regarding their understanding about expectations of staff understood by principal and principal response of understanding of staff expectation from him. The variance difference is not much, which satisfy the condition of t test. Standard deviations also indicate that there is not

variation in data. The value of p is less than 0.05 which indicates that there is significant difference between academic staff perception of understanding of expectations of academic staff from Principals and understanding of expectations of academic staff by the Principal.

### Descriptive statistics for perception of understanding of expectations of academic staff from Principals and understanding of expectations of academic staff by the Principal in on the basis of Institutional skill, Ethical skills and Human skills :

Dimensions	Principals	Teachers	t	Sig (2 tailed)	Mean	
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							Difference	Remarks
	M	SD	M	SD				
Institutional Management skills	6.26	0.93	5.27	1.049	2.04	<b>0.003</b>	0.99	p is <0.05 hence significant
Ethical skills	6.1	1.01	4.80	1.26	2.17	<b>0.069</b>	1.3	p is >0.05 hence not significant
Human skills	6.23	0.85	4.96	1.13	2.11	<b>0.012</b>	1.27	p is <0.05 hence significant

The results show that there is difference in means of response given by staff regarding their understanding about expectations of staff understood by principal and principal response of understanding of staff expectation from him on the basis of Institutional skill, Ethical skills and Human skills. Standard deviations also indicate that there is not variation in data. The value of p in case of institutional management skills and human skills is less than 0.05 which indicates that there is significant difference between perception of understanding of

expectations of academic staff from Principals and understanding of expectations of academic staff by the Principal, but no significant difference on the basis of ethical skills.

**Further analysis was done that whether the response of staff on the basis of Gender, Designation, qualification and Job experience have difference in opinion on the understanding of academic staff expectations by principal:**

**Descriptive statistics for perception by the academic staff on the basis of Gender regarding understanding of academic staff expectations by Principal:**

Dimensions	GENDER				t	Sig (2 tailed) p	Mean Difference	Remarks
	Female		male					
	M	SD	M	SD				
Institutional Management skills	5.26	1.45	5.28	1.41	2.04	<b>0.55</b>	0.02	p is >0.05 hence not significant
Ethical skills	4.60	1.51	4.98	1.81	2.17	<b>0.02</b>	0.38	p is <0.05 hence significant
Human skills	4.93	1.41	4.99	1.41	2.11	<b>0.72</b>	0.06	p is >0.05

								hence not significant
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The results show that there is difference in means of response given by staff on the basis of **gender** regarding their understanding about expectations of staff understood by principal on the basis of Institutional skill, Ethical skills and human skills. The value of p in case of ethical skills is less than 0.05 which indicates that there is a significant

difference between perception of understanding of expectations of academic staff from Principals and understanding of expectations of academic staff by the Principal, but no significant difference on the basis of institutional skills and human skills as the value of p is greater than 0.05.

**Descriptive statistics for perception by the academic staff on the basis of Designation regarding understanding of academic staff expectations by Principal:**

Dimensions	DESIGNATION				t	Sig (2 tailed) p	Mean Difference	Remarks
	H.O.D.		Lecturer and Sr. Lecturer					
	M	SD	M	SD				
Institutional Management skills	5.50	0.96	5.01	1.45	2.04	<b>1.9</b>	0.49	p is >0.05 hence not significant
Ethical skills	4.92	1.26	4.69	1.51	2.17	<b>0.36</b>	0.23	p is >0.05 hence not significant
Human skills	4.99	1.16	4.91	1.41	2.11	<b>0.04</b>	0.08	p is <0.05 hence significant

The results show that there is difference in means of response given by staff on the basis of **designation** regarding their understanding about expectations of staff understood by principal on the basis of Institutional skill, Ethical skills and human skills. The value of p is more than 0.05 in case of institutional skills and ethical skills, which

indicates that there is no significant difference between perception of understanding of expectations of academic staff from Principals but value of p is <0.05 in case of human skills which indicates that there is significant difference between perception of understanding of expectations of academic staff from Principals on the basis of designation in human skills.

**Descriptive statistics for perception by the academic staff on the basis of Qualification regarding understanding of academic staff expectations by Principal:**

Dimensions	QUALIFICATIONS				t	Sig (2 tailed) p	Mean Difference	Remarks
	Graduate		Post graduate and above					
	M	SD	M	SD				
Institutional Management skills	5.17	1.28	5.39	0.95	2.04	<b>0.002</b>	0.22	p is <0.05 hence significant
Ethical skills	4.60	0.9	4.99	1.01	2.17	<b>0.05</b>	0.39	p is >0.05 hence not significant
Human skills	4.83	0.94	5.07	0.86	2.11	<b>0.04</b>	0.24	p is <0.05 hence significant

The results show that there is difference in means of response given by staff on the basis of **Qualifications** regarding their understanding about expectations of staff understood by principal on the basis of Institutional skill, Ethical skills and human skills. The value of p is more than 0.05 in case of ethical skills, which indicates that there is no significant difference between perception of

understanding of expectations of academic staff from Principals but value of p is <0.05 in case of Institutional skills and human skills which indicates that there is significant difference between perception of understanding of expectations of academic staff from Principals on the basis of Qualifications in Institutional skills and human skills.

**Descriptive statistics for perception by the academic staff on the basis of job experience regarding understanding of academic staff expectations by Principal:**

Dimensions	JOB EXPERIENCE							Remarks
	Less than 10 years		More than 10 years		t	Sig (2 tailed) p	Mean Differenc e	
	M	SD	M	SD				
Institutional Management skills	5.07	1.41	5.49	1.42	2.04	<b>0.00007</b>	0.42	p is <0.05 hence significant
Ethical skills	4.67	1.81	4.95	1.51	2.17	<b>0.04</b>	0.28	p is <0.05 hence significant



Human skills	4.88	1.41	5.03	1.33	2.11	<b>0.16</b>	0.15	p is >0.05 hence not significan t
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The results show that there is difference in means of response given by staff on the basis of **Job Experience** regarding their understanding about expectations of staff understood by principal on the basis of Institutional skill, Ethical skills and human skills. The value of p is more than 0.05 in case of human skills, which indicates that there is no significant difference between perception of understanding of expectations of academic staff from Principals but value of p is <0.05 in case of Institutional skills and ethical skills which indicates that there is significant difference between perception of understanding of expectations of academic staff from Principals on the basis of Qualifications in Institutional skills and ethical skills.

**4. Discussion:** The aforesaid results of this study show that:

The most relevant expectations from Principal of polytechnic by academic staff are grouped on the basis of three skills; Institutional Management skills, ethical skills and human skills. The Principals are of the opinion that they understand the expectations of academic staff but in the opinion of academic staff the principals do not understand their expectations. There is a significant difference between the understanding which indicate that there is a gap between the understanding the expectations of academic staff by principal and understanding of staff that their expectations are understood by Principal.

The results shows that when expectations are analyzed in respect of the three dimensions of skills then it was found

that there was significant difference in understanding on the expectations based on Institutional skills and human skills but in respect of ethical skills it was just normal.

On the basis of analysis of data regarding the perception by the academic staff on understanding of their expectations by Principal on the basis of Gender, job experience, designation, and Qualification it has been found that:

On the basis of Gender there was significant difference on expectations in respect of ethical skills. On the basis of Designation there was significant difference on expectations in respect of human skills. On the basis of Qualification there was significant difference on expectations in respect of Institutional management skills and human skills. On the basis of Job experience there was significant difference on expectations in respect of Institutional management skills and Ethical skills

The t test is used in this case on the analogy of study conducted by Niqab, M., Sharmaet.al (2015) conducted study on Perception Based Principal Leadership Measurement: Does It Work in Pakistan and study of Headley, D. E., & Choi, B. (1992). Achieving service quality through gap analysis and a basic statistical approach. As in this study the number of Principal are very less as compare to number of academic staff .The unequal size of data may lack in significant findings but the mean scores are indicating that there is gap between understanding of Principal regarding expectations of academic staff

and by improving it, this will be more useful to institution. Headley, D. E., & Choi, B. (1992) has used the same test for the unequal size of the customer (n=186) and employee (n=38) and has given the same reason. The variance of the data has been checked and it was found that there is no variance difference in data.

### **Implications of the Study:**

This study has given an insight to the leaders of vocational institutions that leadership is not just giving direction and setting goals but the interaction with the team and becoming a part of process is more important. Principal should interact with academic staff and must know the expectations from him. He can only give better leadership if he knows what is expected from him so that he can try to bridge the gap of desired educational leadership by the staff.

### **Recommendations:**

Vocational colleges are like other educational institutions where instead of achieving the set goals, the interaction and understanding between the leader and his team is equally important. To keep pace with the fast technological changes and incorporate latest changes in the study schemes and accordingly to train and equip the academic team the motivation and to faith of each team member play an important role. To inculcate faith in the team a Principal of Institution should be aware of the expectations of their staff for that a principal should be aware of, what is expected from him by his staff and then only he can take steps to meet the expectations. Therefore Principal of Polytechnics should interact with their team and must know the expectations of staff.

**Future Scope:** The expectations of subordinates from their superior should be duly understood by their superiors as concluded by the above study conducted for polytechnics. This study can also be conducted

in other institutions and industries.

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