AN ANALYSIS OF TRAINING NEEDS OF EDUCATIONAL ADMINISTRATORS AT UNIVERSITY LEVEL IN PAKISTAN

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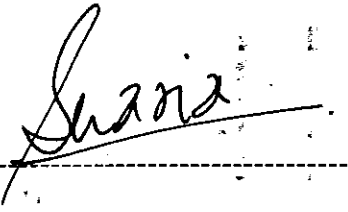**2011**

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CERTIFICATE

This thesis entitled "An Analysis of Training Needs of Educational Administrators at University Level in Pakistan" submitted by Saima Afzal in partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

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By

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Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad as partial fulfillment of the requirements of the degree of **MS IN EDUCATION**

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ABSTRACT

The present study aimed at analyzing the Training Needs Of Educational Administrators at University Level. The objectives of the study were; a) to identify the administrative training needs of educational administrators of universities. b) To investigate the problems and difficulties faced by educational administration at university level. c) To analyze the training needs of educational administrators at university level.

The population of the study consisted of all deans, head of departments and controller of examination of public sector universities of Islamabad. Population size was 270 which comprised of 24 controllers/ additional controllers, 49 deans and 197 heads of the departments. A sample of 105 administrators were selected which consisted of 60 chairpersons, 20 controllers and 25 deans were selected by using convenient and stratifies sampling technique. A detailed questionnaire was developed in order to collect the required data and information on variables of interest. Pilot test was carried out to check the reliability of the instrument. The opinion of experts was taken to validate the tool. A total of 150 questionnaires were distributed among participants; of whom 105 questionnaires were returned. The results of the study conclude that educational administrators feel a gap in their practices particularly in the area of decision making and communication. The study also concludes from the results that the administrators feel a need of training in the area of financing. Most of the administrator had no opinion which means that they were not bothering the important element for encouragement which is appraisal and evaluation. On the basis of the findings of the study following recommendations were made. There may be some training for administrators before or after joining the position. Such training may be provided in mode of workshops or refresher courses. Finally it is recommended that the professional education and training of administrators both components may increase the efficiency level of administration.

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Saima Afzal

CHAPTER - 1

1.1 Introduction

The administrators play a pivotal role in the progress of institutions being the in-charge of specific department and all the planning and management in the institutions revolves around the performance of the administrator. Successful operation of an Educational Institution requires competent administrators. To lead the institution effectively educational administrators deal with a number of problems, situations and people. To use their abilities and skills proficiently and to enhance the level of performance, prospective preparation and thus arrangement of training programs is necessary for them. Specific tasks of Educational Administration can be described in a number of ways. Educational administrators are responsible for curriculum instruction, negotiations, physical facilities, fi nance and business, pupil personnel, evaluation and supervision, recruitment and selection of employees and public relations. (Hoy and Miskel, 2001).

Educational administrators set educational standards and goals and develop the policies and procedures to achieve them. They also supervise managers, supporting staff, teachers, counselors, librarians, coaches, and other subordinates working under their control. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff for better performance, manage career counseling for facilitating students and employees about selecting their profession and other student services. It is also a duty of the administration to administer record, prepare budgets, and perform many other duties. They also handle relations with parents, prospective and current students, employers, and the community. In an organization such as a small day care center, one administrator may handle all these functions. But in universities responsibilities are divided among many administrators, each with a specific function.

Educational administration performs function in the following broad areas: -

i.   Decision-making

ii. Policy-making

iii. Managing Human Resource

iv. Programming

v.   Stimulating

vi. Budgeting and Control

vii. Appraisal and Evaluation

viii. Coordinating

These different functions of administration clearly indicate that the Educational administrator needs training in all these aspects. At University level for example chairpersons or chairpersons are in charge of departments that had specialization in particular area, such as English, Biological science, or Mathematics etc. In addition to teaching, they coordinate schedules of classes, assignments and presentations ; propose budgets; develop criteria, test and other terms for recruitment, hold interview, and hire applicants for teaching positions; evaluate faculty members; encourage faculty development programs; work in committees; and perform many other administrative duties.

At university level administrators in different areas direct and coordinate the provision of student services. Presidents or Vice Chancellors of universities, deans of faculties, and Directors of student services may direct and coordinate admissions, foreign student services, health and counseling services, career services etc. In small colleges, they may counsel students. In larger colleges and universities, separate administrators may handle each of these services. Registrar and his subordinate are custodians of all the record of university relevant to students, academicians, administration etc Directors of

admissions make his staff to manage the process of recruiting, evaluating, and admitting students, and work closely with financial aid directors, who oversee scholarship, fellowship, and loan programs. Controller of examination make his staff to conduct exams, record grades, prepare student transcripts, evaluate academic records, assess, and finally prepare results and dispatch to the students. Similarly program coordinator plans and implements the schedules of classes, and analyze enrollment and demographic statistics. Registrars and admissions officers at most institutions need computer skills because they use electronic student information systems.

A series of activities conducted to identify problems or other issues in the workplace, and to identify the areas in which training is required is called Training needs analysis. It is the first step to bring a change. A needs analysis is basically conducted to fill the gaps between the current and desired situations. The first step of needs analysis is to collect the document concerning the present practices and functions.

1.2 Statement of the Problem

Education is the basic need of every citizen and without promoting the standard of education a nation cannot make progress. Moreover to bring quality in life we should bring quality in education at all levels in general and at higher education in particular. To improve the quality of higher education and provide the services in better way it is necessary to improve the quality of administration particularly academic administrators. By reading the related literature and practices it seems essential that there should be some sort of training for administrators of universities to make their services more efficient. Researcher found no researches in this important area. The present study was carried out for the same purpose. The study was undertaken to investigate and review the existing training practices, difficulties and problems faced by universities for their administrators

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and to evaluate their training needs. The results of the study will help in planning training for administrators.

1.3 Objectives of the Study

The major objectives of the study were: -

1. To identify the Administrative training needs of educational administrators of universities.

2. To explore the problems and difficulties faced by educational administrators at university level.

3. To analyze the training needs of educational administrators at university level.

1.4 Significance of the study

Presently, there is no such specific training system for the Educational Administrators at university level. The researcher has therefore decided to study their training needs and to develop a report by analyzing those needs. Keeping in view the functions and responsibilities of the Educational Administrators, it is felt that some kind of training for educational administrators not only indispensable but also desirable.

The study will also be useful for the Educational Administrators at university level, senior executives, policy makers and governing bodies in a university system and the findings of this study will provide a picture of their training needs. It will be beneficial for policy makers to know the deficiencies in the administrative setup of educational sector at university level and hence it will help the policy makers to revise the policies and to train the administrators or to specify criteria for their selection.

1.5 Assumption of the Study

Following were the assumptions of the study

a. There is no specific professional education or pre-service or in-service training for appointment as an administrator.

b- Most of the administrators at universities were basically academicians posted as administrators either by promotion or through direct selection.

c- Educational administrators feel the need of training for better performance.

1.6 Delimitations of the Study

Because of time and resource constraints study was delimited to:

i. Public sector universities of Islamabad.

ii. Universities having formal system of education.

iii. Only Deans, Chairpersons and Controllers of Examination.

1.7 Methodology

The study was descriptive type. It employed the Following research methodology:

1.7.1 Population

Administrators of all universities of Islamabad were the population of the study.

1.7.2 Sampling technique

Convenient and stratified sampling technique was employed due to time, resource and other barriers.

1.7.3 Sample size

105 administrators from the total population formed the sample for the study.

Sample comprised of three groups

1) Chairpersons or chairpersons.

2) Deans of the faculties.

3) Controllers of examination.

1.7.4 Data Collection Tool

Questionnaire

Three questionnaires were developed. One for the controllers, second for the dean of the faculties and third for the Chairperson of the departments. The Questionnaire comprised on two parts; one part was based on five points Likert Scale and other comprised of open-ended questions.

Questionnaire covered the following dimensions of administration:

- Planning
- Communication
- Decision Making
- Problem Solving
- Financing
- Attitude towards subordinates
- Prevailing practices
- Problems Faced by Administrators

1.7.5 Pilot Study

The constructed questionnaire was subjected for pilot study in order to determine the validity and reliability of research tool. The reliability of the scale was measured through SPSS16 software and that was 0.6 which is according to George and Mallery (2003) satisfactory. For the purpose of validation of the research instrument, it was sent to five experts of educational administration and management. Some improvements, additions, deletions were considered viable in response of experts and incorporated in the questionnaire before the final administration in the field by the researcher herself. No enumerator/ field assistant was involved for data collection during pilot testing.

1.7.6 Data Collection

After developing questionnaire researcher administered personally to the selected sample after pilot study.

1.7.7 Analysis of Data

Data was analyzed on percentage score basis. On the basis of analysis of data, findings, conclusions, and recommendations were made. Lastly, the Training needs of the Educational Administrators were highlighted in the light of findings. The gaps between needs and existing training practices were compared.

1.7.8 Definition of Terms

Educational Administrators

The individuals who set educational standards and goals and establish the policies and procedures required to achieve them, supervise managers, support staff, teachers, counselors, librarians, coaches, and other employees, manage career counseling and other student services, administer record keeping, prepare budgets, and perform many other duties in educational institutions are called educational administrators.

CHAPTER 2

Review of Related Literature

Nowadays education is considered to be a means of development not only for an individual but a nation as a whole. Masses are getting aware of the need of the basic tool of development which is education.

2.1   Education

Education refers to the process of acquiring information leading to learning. Education can be divided into two main types:

- Formal learning through any sort of institution such as a school

- Self-taught learning through self life experiences

Generally, education helps in learning basic life skills, as well as advanced skills that consequently make a person more productive and to be attractive in the job market (Mehmood, 2001).

Education is the basic need of the society. Education prepare the individual of a society to perform their duties effectively while joining any profession .Educated personnel are the main wealth of any nation. Education is concerned with the development of a whole person. It involves students acquiring knowledge, skills, attitudes and values that will be part of their life. It also involves caring for the development of individual intellect, emotional, social and physical growth (Crowl, 2007).

There are three stages of education in Pakistan:

- Elementary education;
  1. Early Childhood education
  2. Primary education
  3. Middle education

- Secondary education:
    1. Secondary school certificate
    2. Higher secondary school certificate
- Higher education:
    1. Graduation
    2. Post graduation

Higher education is delivered in two modes

1. Formal Institutions
2. Non Formal Institutions

According to the Dave (2005, pp.110-112) education can be divided into many types mainly formal and non formal.
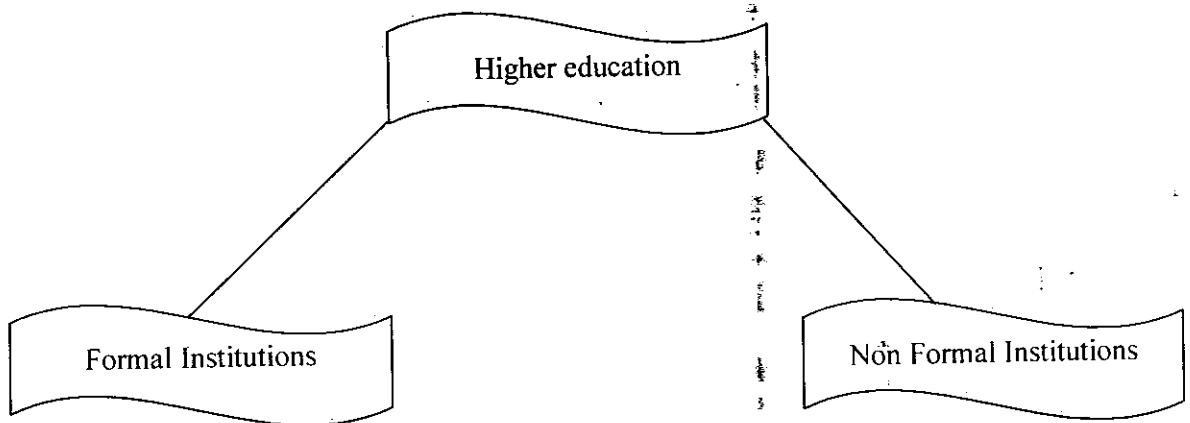
2.1.1 Formal Education

Formal education system is highly institutionalized, and well hierarchically structured. Formal education requires utmost planning, proper management, trained taskforce, institutional facilities, organizational structure, and massive financial investment. In most of the countries the formal education system is supported and operated by the state itself. However, in some countries the state encourages and allows private system that may provide a comparable education.

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2.1.2 Non Formal Education

It may be defined as any organized educational activity intend to serve learning objectives, however, outside the established formal system. It is not bound by any hierarchically structured and chronologically graded education system like a formal system. It is also intended to serve identifiable learning clienteles and it more oriented towards enhancing learners' life skills informaly. Face to face component may or may not be involved in such learning. Non-formal education programs need to be implemented with specially trained manpower (i.e. instructors or teachers) along with active participation of facilitators from the community.

In recent decades much stress has been given to enhance the quality of distance education. The success of distance education lies upon the service quality, and learner satisfaction, in time delivery and communication. The problem of untrained human resources may overcome by implementing distance education. The relationship of quality and distance learning is like bridge and both are essential for each other.

Any educational organization by using the techniques of distance learning can cope with this problem. Success of distance learning program depends upon quality of supporting source Claus and Dooley (2005), Carrier and Harvey (2001), Yilman (2005), comments that "distance learning has become an important learning option for education system and training solutions in the human resource development area."

Pakistan is the one of the developing countries. Educational system of Pakistan is working under the umbrella of formal and non-formal education system. Remote areas of Pakistan, which remained ignored in the past, are now getting benefit from distance learning implemented under non-formal educational system. Different features of Non-formal schools distinguish themselves from the formal schools sponsored by the Government of Pakistan. Some of these includes selection of teachers from the local

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community, schools are situated nearer to residences of children, and the curriculum is more practical and related to issues that children may face in their daily life. It may be referred as parents and community of student's education emphasizing on provision of education to girls and under privileged groups. Many scholars have evaluated the differences of two modes as narrated by the Dbois, Padouano and Stew (2006), however, scholars argue that experiencing different ways of education may be considered as the most important enriching element of learning experience, regardless, whether one system is considered to be better or worse than the other one.

2.2 Concept of Management

Management plays a vital role in our lives, nothing happen without management. We find a kind of management going on around us in a well managed manner, Allah Almighty says: "Do you find any mismanagement in the work of the Merciful?" (Sura Al –Mulak: Aya: 3)

In the creation of heaven and earth, day and night, in astrological movement and planetary systems, everything in this universe reflects Allah Subhana's management. As far as human beings are concerned, they also require management in all their activities and we find beings are concerned, they also requires management in every facet of human activities: schools, business, churches, government, unions, armed forces and families. Establishing and achieving objectives are challenging and rewarding missions from any enterprise, and it is observed that the managerial hurdles to be overcomes from success are surprisingly similar for all organizations. Management affects the establishment and the accomplishment of many social, economics, and political goals in any country. Stogdill (2004) noted that there are almost as many conceptions about management as there are individuals who have attempted to define it. Yukl (2007) has reported that early 10 thousand article and books have been published on this subject.

A very simple definition of management is: it is an art of gathering different people for the achievement of common goals. Most popular and often quoted is "getting things done through other people". Armstrong (2004) defines leadership as influence, power and legitimate authority acquires by a leader to be able to effectively transform the organization through the direction of human resources that are most organizational assets, leading to the achievement of desired purpose. Management process consists of planning, organizing, actuating, and finally controlling activities to be performed for determining and accomplishing the objectives stated with the help of human and others resources (Terry, 2002, p.4).

As far the styles are concerned, it varies from person to person. It depends upon the personal grooming and personal experiences in life. Even the environment in which the manager or leader has spent his time matters a lot. The term styles are roughly equivalent to the Mannes in which the leadership/manger influences subordinates. (Luenburg and ornstein, 2006)

The term of management differs in different perspectives. Its meaning change with the person to whom it is being referred. In general terms, management is a process which contains planning; managing and allocation of resources to accomplish organization predetermined objectives and evolution of its achievement and then reconciliation. The term resource covers, human, materials, machineries and finances required to run the business of an organization.

"Management is the process of planning, organizing, leading and controlling the use of resource to accomplish performance goals" (Schermerhon, 2008). The aim of management is to deliver results cost effectively in line with customers expectations and profitably, in the case of commercial organization. It is not only leaders

who can be inspiring. Inspiring leaders moves us to change direction while inspiring managers motivates workers to work harder.

Management of staff working in distance education can be challenging for the management because they may not be familiar with the system and working conditions. To cover come suspected issues, a team needs to set up to look into the personnel.

2.3 History of Management

The history of management lies in the centuries back, started ever since people began forming groups to accomplish this management aims. There are numerous definitions of management but the most popular and often quoted is "getting things done through other people". Therefore management is a distinct process consisting of planning, organizing, activating and controlling.

2.4 Origins of Administrative theory

The evolution of leadership theory began thousands of years ago. The Egyptians, for example demonstrated complex organizational skill in constructing pyramids in 5000 B.C. The Babylonians created the highly sophisticated code of Hammurabi sometime between 2000-1700 B.C. Thousand of years ago, Chinese had complex training programs for training leaders and scholars. The bases of leadership theory are ancient.

2.4.1 Douglas McGregor theories of management

In 1960s Donglas McGregor developed theories of management at the MIT Sloan School of Management. These theories may be used for staffing, organizational behavior, organizational communication and organizational development. Both of those theories of management describe two very different attitudes toward work force.

i) Theory X

The managers acting on theory X believes that the employees do not really want to work they would rather avoid responsibility and it is the duty of manager to structure

the work and energize his employee. The base of this theory is that employees are inherently lazy and always avoid work and work is also inherited in employees. Therefore management believes that workers must closely supervise. A hierarchical structure is required with strict span of control at each stage. Managers adapting theory X lead to mistrust, highly restricted supervision as well as a puncture atmosphere. Beliefs of this theory lead to end everything in blaming someone. This theory refers the managers to think that employees are just interested in earning money by doing the job. They always use to blame the employee without investigating whether it may be the error of system, policy or lack of training which was responsible for the problems.

ii) Theory Y

Followers of this theory apply self-control and self-direction in the pursuit of organizational objectives, without external control or the threat of punishment. Commitment to objectives is a function of rewards associated with their achievement. Employees usually accept and often seek responsibility. The capacity to use a high degree of imagination, ingenuity and creativity in solving organizational problems is widely, not narrowly, distributed in the population.

2.5   Management styles

Management styles can be employed depending upon i) nature of task, business, and workforce, ii) personality and skills of the leaders. This idea was further developed by the Tannenbaum and Schmidt (1999, pp.23-25). It was argued that the style of leadership is dependent upon the prevailing circumstance. Therefore leaders should exercise a range of leadership styles, however keeping in view their suitability and appropriateness.

i)   Autocratic

An autocratic style means that the directions of business should remain constant,

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and decisions should be similar. This, in turn may project an image of a well managed business. On the other hand, subordinates may become dependent on the leaders and need supervision.

ii) Paternalistic

A paternalistic form is also essentially doctoral. In this style of leadership the discussion tend to be in the best interest of the employees rather than the business. A good example of this phenomenon would be David Brent or Michael Scott running the business in the fictional television shows the office. The leader explains most decisions to the employees and ensures their social and leisure needs will always met. This can help balance out the lack of worker motivations caused by an autocratic management styles. Feedback is again generally downwards, however feedback to the management will occurs in order from the employees to keep them happy.

iii) Democratic

In democratic style, the manager allows the employees to take part in decisions-making: therefore everything is agreed by the majority. The communications is extensive in both directions (from subordinates to leaders and vice-versa). These styles can be particularly useful when complex decisions need to be made that require a range of specialist skills.

iv) Laissez-faire

In a Laissez-faire leadership styles, the leader's role is peripheral and staff mange their own areas of the business; the leader therefore evades the duties of management and uncoordinated delegation occurs. The communications in this style is horizontal, however very little communication occurs in comparison with other styles.

Contemporary theories of Management

i) Contingency Theory

In this approach before making a decision a manager must take all aspects of the current situation in mind and act on all those aspects, which play a role in the situation at hand. Basically, this approach refers to the adoption of style depending upon the situation and circumstances. For example, an autocratic style is probably best for a person commanding the army but comparatively participative & facilitative style is more suitable for a Dean of faculty or Head of department etc.

v) System's theory

Systems theory is base on the definition of system. A collection of parts unified to accomplish a test or perform a goal. If any part of the system is missing, the nature of the system will totally change or system may out malfunction. A system takes inputs process then and gives us outputs. It is basic theory recently with tremendous changes in organizations thing theory is used. This has changed the interpretation of management? The writers, educators, and consultants etc are helping managers to take organization in a broader sense; this theory brings recognition of different parts of organization

vi) Chaos theory

Chaos theory recognizes that events indeed are rarely controlled. Managers are acting on the basis that organizations events can always be controlled. Chaos theorists say that systems drive towards more complexity and to maintaining such complexity more & more energy is required.

2.7   Functions of Management

Management performs different functions. Rue and Byars, L.L (2000, p.7) describes the functions of management.

2.7.1   Planning

i.   Performs self –audit-determine the present status of the organization.

ii.   Survey the environment.

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iii. Set objectives.

iv. Forecast the future situation.

v. State action and resource needs.

vi. Evaluates proposed actions.

vii. Revise and adjust the plan in light of control results and changing

conditions

viii. Communicates throughout the planning process.

2.7.2 Organizing

i. Identify and define work to be performed.

ii. Break work into duties.

iii. Group duties into position

iv. Define position requirements

v. Group positions requirements

vi. Group positions into performed, accountability, and extent of authority.

vii. Revise and adjust the organizational structure in light of control results and

changing conditions.

viii. Communication throughout the organizing process.

2.7.3 Staffing

i. Determine human resource needs.

ii. Recruit potential employees

iii. Select from the recruits

iv. Trains and develop the human resources

v. Revise and adjust the quantity and quality of the human resources in light of

control and changing conditions

vi. Communicate throughout the staffing process.

2.7.4 Leading

i. Communicate and explain objectives to subordinates

ii. Assign performance standards

iii. Coach and guide subordinates to met performance standards

iv. Rewards subordinates based on performance.

v. Praise and censure fairly.

vi. Provides a motivating environment by communicating the changing situation and its requirements.

vii. Revise and adjust the methods of leadership in the light of control results and changing conditions.

viii. Communicates throughout the leadership process.

2.7.5 Controlling:

i. Establish standards.

ii. Monitor results and compare standards.

iii. Correct deviations.

iv. Revise and adjust control method in light of control results and changing conditions.

v. Communicates throughout the control process.

2.8 Educational Management

Educational management is the study of operation of educational organizations. Educational management is mainly concerned with the objectives of education. Objectives of educational management are to issues direction and support to strengthen managerial situations in educational institutions Clarke, A.N(2004) defines educational management as:-

"Management possesses no super-ordinates goals or values of its own. The pursuit

of efficiency may be the mission statement of management but this is efficiency in the achievement of objectives which others define."

The process of determination of aims of educational organizations includes principles or others senior officials. These objectives are strongly influences by pressures groups and external environment. In many countries national curriculum is often designed by the government and school and colleges are just to implement it.

The main issues to uplift political pressures of social group and design strategy to reduce external environmental effects, leadership and management reducing external environment influences, leadership and management may be given equal importance to achieve goals.

2.8.1 Office Management

Implementation of policy decision made by the top levels management is done by the bottom level managers through management. Singh, B.P, V.K & Krla N/K (1988) present the following definition of management :-

"Office management implemented the principal of management to get the work done through office. As per function of management to run the business of an organization there are three levels of management i.e. top management middle management /junior levels management and the bottom level of management.

2.9 Managerial Role of an Administrator

Heads play a pivotal role in their institution. They have to be very active and vigilant to delegate the duties. They have to understand the personal interest and aptitudes of teacher satisfy their subordinates having different points of views on the same issues or; problem, settle personal and group conflict within institution, make tension free environment of the institution.

According to Valeri et al (2003, p.37)

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"Heads and other senior staff with management responsibilities within institutions are of crucial importance. Only if they are effective managers of their teaching staffs and material resources available to them, as well as possessing the qualities of effective leadership, institutions offer pupil the quality of education they have a right to expect. The main role of the heads is to facilitate daily working of the educational institutions, to balance their need for resources and bridge boundaries between institutions and external environment. The heads must be friendly, cheerful to his/her subordinates in order to facilitate their work. He/she should facilitate his/her subordinates to accelerate the performance."

According to Govinda (2002, pp.212-213) heads has to play multiple roles at their institutions. The following are some major roles which held to play.

2.9.1 Academic Administration

Under the academic administration, the curriculum management activities hold an important place including implementation of curricular calendar, formation of timetable, timely and effective curriculum transaction continued and comprehensive evaluations of students through examination, organization of co-curricular activities.

2.9.2 General Administration

It involves heads giving admission to students, handling students and teachers union, work allocation, checking absenteeism and alternate arrangements, seeking cooperation, supervision and quantity and quality assessment of teacher's work, need identification for capacity building and making arrangement for the same.

2.9.3 Financial Management

It includes generation and mobilization of resources, allocation and utilization of resources and monitoring and evaluation of expenditure. It is notable that at any level, despite the availability of accountants and clerks, the heads has to devote more time than normally expected. Heads have to spend considerable time in supervising the work accountant since they do not have specialized training in the fields of financial management, it takes a lot of time to understand, follow and then supervise the related work. They still remain skeptical about spending the available funds, which affects the smooth flow of institutional activities. The demands for financial management training are thus generated.

2.9.4 Material Resource Management

At secondary level, keeping up material resources require more attention of heads. Heads have no power to incur expenditure as and when required. They have budgetary rigidity and far any change they have to seek the permission of higher authority.

2.9.5 Community linkage

Establishing linkage with community to ensure enrolment, seek teaching help from capable individual of village require a lot of effort on the part of heads. It is noticeable that heads spent more of their time dealing with admission pressure, discipline problems, political and administrative pressure and restoring school credibility in the eyes of public.

Therefore, heads should be trained for individuals and group interactions, community linkages and relationship, financial affairs as well as routine administrations.

2.10   Role of Administrator

Head is the key stone in the arch of the institutional administration. He/she is the hub of the educational effort. What the main spring is to the watch, the flywheel to the machine or the engine of the steamship is head to the educational institution. He is the organizer/leader, governor, business director, co-coordinator, superintendent, guider, philosopher and friend. Heads is a group leader who knows how to involve peoples how to arrange conditions and initiate process that will brings out the best in each participant.

The head teacher is a group leader to direct and stimulate group effort. The head is the dispatching station at the center of the education and endeavor.

2.11   Role of Leader

Leadership may be the first and most important requisite for a good head. Kingdom (1999, p.34) have been written about leadership. The qualities and functions of the best leader are:

   i.   Establishing and implementing an implicit or explicit mission and administering activities that produce result.

   ii. Supporting the teaching and learning process.

   iii. Establishing and supporting the curriculum.

   iv. Creating a climate for high quality research.

   v.   Acquiring and distributing financial resources through budgetary management.

   vi. Managing the academic personnel function.

   vii. Coordinating students affair

   viii. Maintaining the physical plant and basic operation to provide necessary support services.

These activities are dealt with in one way or another by academic administrators. The key to understand, how an administrator actually is performing, however, is hidden in

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the words. "One way or another". How "one or another" is executed is basic in determining whether a college or a university is excellent, good, mediocre, or poor in achieving its mission.

2.12 Training Needs for Administrators

One of the fundamental requirements of the work is that all employees are adequately trained for the work that they carry out. Staff must provide with sufficient information, instruction and trading to ensure they are aware of the jobs and the responsibilities. Training is also essential to raise the level of staff and student about the work and environment of the university.

According to Knowles (2003, p.56), Most training is provided 'on-the-job'; and that should be the integral part of the ongoing instruction and supervision of the staff and students. To supplement local Training in the university to the heads, it is very important for the heads to assess the Training and coordination and motivation techniques to handle and motivate their subordinate. It's essential for all the heads that they clear about their responsibilities towards students and staff and how to assess manage and monitor their responsibilities.

2.13 Training needs analysis

The training need analysis is a critical activity for the training and development of an institution. Whether we are a human resource generalist or a specialist, we should be skillful at performing a training needs analysis. It is used as the base for shaping instructional objectives, the collection and design of instructional programs, the accomplishment of the programs and the assessment of the training provided. All these processes form a continuous cycle which always begins with a needs analysis. The analysis begins with a "need" which can be recognized in several ways but it is commonly described as a gap among what is presently in place and what is considered

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necessary, at present and in the future. Gaps can embrace discrepancies/differences between the expectations and the actually happening, existing and preferred job performance and existing and desired competencies and skills.
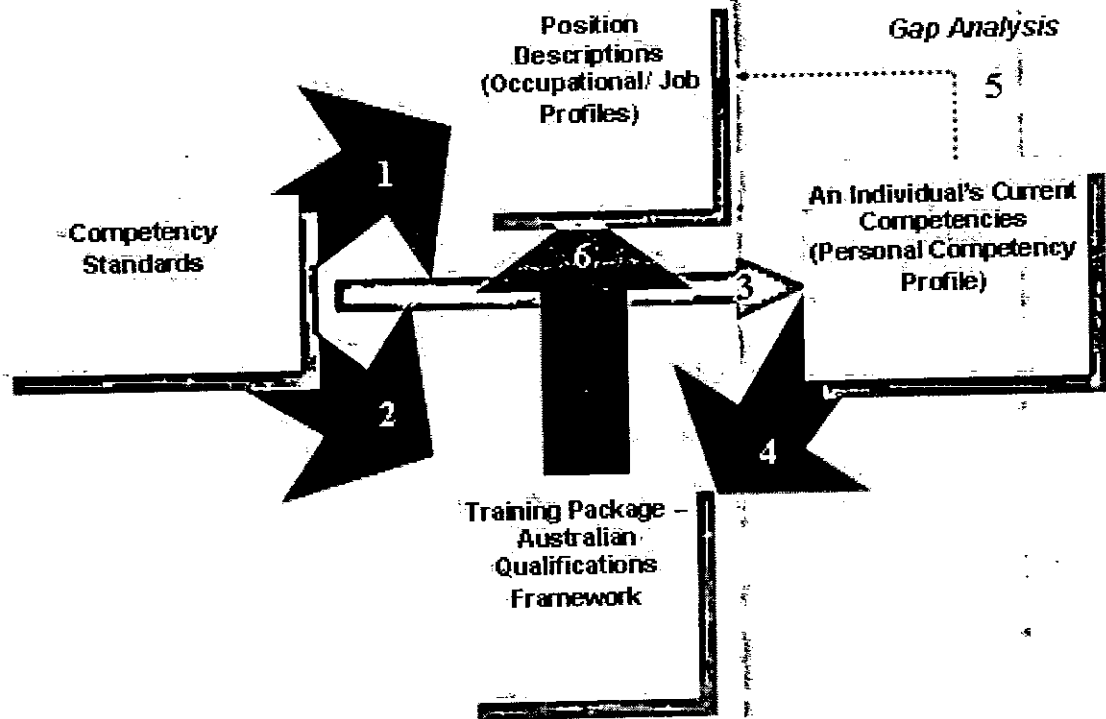
The purpose of a training needs analysis is to determine the performance necessities or needs within an organization in order to allocate resources to the different areas according to their need, those that directly relate to satisfying the organizational aims and objectives, improving output and providing quality products and services

2.14 Needs Assessment

Training must be directed toward the accomplishment of some organizational objective, such as more efficient production methods, improved quality of product or services, or reduce operating costs. An organization may commit its resources, only to those training activities that can best help in achieving its objective. In general, needs

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assessment may be conducted in three ways: organizational analysis, functional unit or departmental analysis and individual employee analysis. Sammers. D. (2002) elaborated need assessment is a process to identify types of training programs for the purpose of technical and vocational training which may address the needs with the understanding of role of technical and vocational training in the economy and educational system of the country.

The purpose of training needs assessment survey (TNAS) is to facilitate an organizations to evaluate current requirement of staff training about identification of problem area, analysis of problem and dig out remedial measures as well as to evaluate performance of the personnel who have training .

2.15 Training of the Administrators

Training involves the employees for acquiring skills or learning concept to increase his /her performance. According to Mani, (1999, p.10), generally, the new employee's manager has primary responsibility for training in how to perform the job. Sometime this responsibility is delegated to a senior employee in the department. Regardless, the quality of initial training can greatly influence the employee's job attitude and productivity

2.16 Training Method of Employees

Although employee training takes place in traditional ways, many organizations are increasingly relying on technology-based training method because of their accessibility, cost and ability to deliver information. According to Robbins (2005, pp. 232-233) manger need to know whether their employees are performing their jobs efficiently and effectively or whether there is a need for improvement. That is why training is required.

2.16.1 Traditional Training Methods

i. **On –the-job** employee learn how to do tasks simply by performing them, usually after an initial introduction to the task.

ii. **Job rotation** employees work at different jobs in a particular area, getting exposure to a variety of tasks.

iii. **Mentoring and coaching** employees work with an experienced worker who provides information, support, and encouragement: also called apprenticeships in certain.

iv. **Experimental Exercise** employees participates in role playing, simulations, or other face-to face types of Training.

v. **Workbooks/manuals** Employees refer to Training workbooks and manuals for information.

2.16.2 Technology-Based Training Methods

i. **CD-ROM/DVD/videotapes/Audiotapes/podcasts** Employees listen to watch selected media that convey information or demonstrate certain techniques.

ii. **Videoconferencing/teleconferencing/satellite TV** Employees listen to or participate as information is conveyed or techniques demonstrated.

iii. **E-learning-internet-based** learning where employees participates in multimedia simulations or others interactive modules.

2.17   Human Resource Development

The term "Staffing "was introduced to the 169 Miami conference of the American society of training and development (ASTD). By Leonard Nadler's human resource development is the study and practice to increase the learning capacity and application of learning based interventions for the purpose of optimization human and organizational growth and effectiveness (Chalofsky,1992)

Human resource development process consists of set of activities to be carried out to enhance capability of ability of human being. Accordingly in the United Nation's 12th meeting on public resources development encompasses an array of activities to enhance the ability of all human being to reach the highest potential.

Song, J.H (2005) defines human resources development as a process of developing and un leasing human expertise through organization development and personnel training and development for the purpose of improving performance.

Human Resources Development plays vital role in improving human capacity building and enhancement of professional skills which leads to contribute in economic development of the country .This sector of economy has also been focused in National Education Policy 2009 of Pakistan; enhancement of skills of manpower will increase efficiency and competitions in local industrial sector and will also increase worker's remittances as well as increase in overseas to earn foreign exchange. The bank, W. (2006) elaborates the importance of skill development for country's development by indicating that the countries which have had speedy increase in educational achievement and sustainable economic growth are only because of up gradation of education. In the scenario of globalization larger numbers of skills manpower is essential from attraction of direct investment development of workers skilled. Thus, employment opportunities in labor market will increase. Skilled workers can easily be absorbed into the economy.

Highly skilled trained personnel are assets of an organization. They contribute in attaining describable growth, efficient utilizations of resources, reputations in competitive market environment and productivity of an organization. It is worth mentioning that almost in every organization human resource development exist in any shape.

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Theory of human resource development has been derived from the neo classical theory of economist which treats employees as human capital and their rating has been made on the basis of their qualification, abilities and skills. That theory and practices of human resource development influenced in two disciplined namely economics and psychology. Human resources development is based on perfect competition in relations to differences in wages, placement, promotions and rewards among the employees. Another's assumptions of an extra output through job training which determines values of human capital by rating and extra fringe benefits are awarded.

2.18   Training Programs

In general term, training process strengthen three human dimension i.e. knowledge, skills and aptitude. These aspects need to be taken together and addressed for the development of human resources who can contribute effectively in socio economic development of country. Gulzar, A (2009) defines training is learning process and acquisition of knowledge, strengthen professionals skills, development of new skills, behavioral change, enhancement of productivity and performance level of employee.

Training and development programs based on the first step/phase i.e. training needs assessment i.e. systematic inquiry for the purpose of identifying priorities and making decisions, and allocating financial resources in a manner consistent with identified program goals and objectives. Training needs assessment is usually concerned with individuals and organizations performance. As far as individuals are concerned, needs assessment highlights the job performance levels and in relations to organizations it defines organizational objectives.

After getting information from employees through tool, an organization identifies areas and priorities training program prior to implementations programs which have been chalked out, organization determines financials implications, trainers, facilities, equipments and time which will support training programs.

Training is a learning process through experiences which seek permanent change in an individual's ability to perform the tasks quickly and efficiently. According to Robbins, S.P, Coulter, training is a learning experiences in that it seeks a relatively permanent change in an individual that will improves the ability to perform the job. Training can involve the changing of skills, knowledge's, attitudes, or behaviors. Cascio, W.F (1998) defines training as: Training consists of planned program designed to improve performances at the individuals, group and/or organizational levels. Improved performance in turn, implies that there have been measurable changes in knowledge, skill attitudes and/or social behavior.

2.18.1   Job Specification

Job specification is output of job analysis. It provides basis of developing job specification. Job specification is a written statement of qualifications that one must possess to be inducted to perform specific job. "The job specification states the minimum acceptable qualification that the incumbent must possess to perform the job successfully"

2.18.2   Job Description

Job description is an account of activates and duties linked with a particular job and it is prepared to identify description of contents of the job. The term job descriptions used to illustrates characteristics of job to be met out. Job description is defined by human resources experts in large organization whereas in small enterprises, supervisors execute the task.

"Job description is written statement that defines, relationship and result expected of any one in the job. It is an overall view of what is to b done in the job"

2.18.3 Job Analysis

Management prior to human resource planning considers defining what work is to be done and how it can be divided in to different jobs. This process is known as job design. Collecting relevant information and data is called job analysis. Field, G (1994) defines job analysis as systematic and purposeful process to gather information about work related aspects of a job.

According to Cascio, F.W. (1998) job analysis comprises of job specification and people requirement that should reflected minimally acceptable qualification for job holders. As per view of Decenzo, A.D (2000) job analysis provides information about current job being done and the knowledge, skills and abilities individuals need to Perform the job adequately.

Job analysis is an assessment that defines jobs and the behavior necessary to perform them. On these lines, job analysis is also basis of training need assessment and chalk out training programs.

To collect data for job analysis following four techniques are used.

a. Interviews

b. Observation

c. Questionnaires

d. Use of Diaries and logs

2.18.4 Job Enrichment

Job enrichment is an activity to design jobs that facilitates the incumbents to satisfy needs for recognition, growth and responsibilities. In this way employees are given responsibilities and job are expanded vertically. Robbin, S.P (2000). Elaborated that job

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enrichment refers to the vertical expansions of jobs .it increases the degree of which the workers controls of planning exaction and evaluation of the work.

2.19 University Administrators

In Pakistan the institutions awarding higher education degrees are the universities. Universities have two types of administrators.

1. **Academic Administrators**

    a. Vice Chancellors/ Presidents of the universities

    b. Deans of Faculties

    c. Chairpersons

2. **Non Academic administrators**

    a. Registrar

    b. Treasure

    c. Director Admissions

    d. Director Student's Affairs

    e. Controller of Examinations

    f. Director Quality Enhancement Cell

2.19.1   Deans of faculties

Deans of faculties are the leaders of their faculties. They play key role in promoting the services of their faculties and improve the quality of education in departments under their faculties. Following are the key responsibilities of deans.

- Coordination among the faculties and vice chancellor.

- Evaluation of overall developmental/ faculty productivity in instruction research and services.

- Developing and revising the policies for their faculty and university.

- Providing recommendations to the vice chancellor regarding university policies and procedures, especially in the academic area.

- Manage the fiscal affairs of their faculty.

- Deans are responsible for promoting the modes of instruction and enhance the quality of research work.

- Leads the process of academic staff selection, and retention.

- Leads the faculty towards achieving the university goals.

2.19.1 Chairperson of Department

The role of chairperson is recognized as primary leadership position. In performing the duties of the position, it is assumed that chairperson will exercise considerable discretion while complying with university policies and procedure and operating within the limitation imposed by the availability of resources. While considerable diversity may exist in the operation of various department .There is a common core of duties to be performed by chairperson.

i) Administrative function

The chairperson is the chief administrator of the department and the primary representative of the academic discipline to which he/she belongs. The chairperson is in the unique position of fulfilling administrative responsibilities assigning by the dean and provost, maintaining standards of the discipline and meeting the professional expectations of the departmental faculty among the specific administrative duties, for which the chairperson is responsible and some accountable are as follows:

    a. Communicating departmental needs and desires to the dean and provost.

b. Communicating and interpreting college and university decisions to the faculty

c. Maintaining open lines of communication among specializations within the department and encouraging appropriate balance.

d. Supervising the departmental budget, record keeping, and the requisition of supplies, equipment, materials, and others instructional needs.

e. Coordinating and supervising the departmental programmes, reviews, accreditations and departmental evaluations, and others reviews

f. Cooperating with departmental, college, schools, and others units in accomplishment of their tasks.

ii) Faculty and Personnel functions

Among the duties of the chairperson the most important are those relating to the faculty and personnel. The success of the department depends upon the abilities of the chairperson in this regards. Among the specific tasks for which the chairperson assumes responsibility and accountability are:

a. Exercising leadership in recruiting and retaining capable faculty.

b. Evaluating faculty performance and developing procedure for assessing faculty accomplishment.

c. Exercising judgment regarding the extent to which departmental members have pursued their professional and university obligations.

d. Making recommendations relative to tuner, promotion, reappointment, salary adjustment and leaves of absences.

e. Facilitating and encouraging grants and contracts from extramural source.

iii) Leadership functions

No one would presume in brief form to define the precise nature of leadership. There are obviously different styles and techniques for carrying out the duties of chairperson. However, there are a numbers of duties that are important to the leadership of department. Some are as follows:

a. Being available to faculty staff and students.

b. Judging people fairly and thoughtfully.

c. Initiating and sustaining action towards defined goals and encouraging the imitative of others.

d. Demonstrating a commitment to excellence in teaching and research through continuing activity as a teachers and scholars.

e. Being sensitive to the needs of faculty and students from diverse backgrounds.

f. Working with commitment and promoting their effectiveness.

g. Engaging in consolation and particularly in decision making.

h. Being open to fair criticism.

i. Demonstrating objectivity.

2.19.3 University Registrar

1.   Provide quality students services which says," We care and we delivers to students". In the areas of registration, tuitions, assessment and academic records and to ensure the confidentiality and accuracy of the student records.

- To coordinates the students information system, conduct preregistration, completion, registration and drop/add.

- Coordinate the student information system and new students technology initiative for the main campus and across the university.

- Insure complain with students record policy.

2.   To demonstrate the university's commitment to thoughtful treatment of its students, past and present, through the timeliness and accuracy of transcription system.

- Procede and mail transcripts.

- Store and preserves academic record and inactive students folders.

- Retain copies of the course descriptions.

3.   to insure good order and an atmosphere conducive to academic activity by producing timely and accurate statistics, class rosters, grades, certificates and others reports ,and by serving for academic policies:

- Produce official students lists, reports, statistics.

- Publish the students directory.

- Validate ID cards.

- Prepare IPEDS and Core statistical reports.

- Certify students enrollment.

- Generates and hoc lists labels, statistics from SIS.

4. To produce class and examination schedules which, as much as possible, serve the needs and preferences of faculty and students and to insure that the condition of the classrooms meets the needs of quality instruction. To assist the faculty in its teaching through the administration of the teachers evaluation process.

- Prepare, publish, distributes class and examination schedules

- Assign classrooms to all classes.

- Reserve classroom for special meeting.

- Monitor classroom conditions.

- Plan for provision of sufficient numbers of technology sophisticated and aesthetically-pleasing general purpose classroom.

- Plan and direct classroom improvement projects.

- Administer the teacher evaluation system.

- Plan and coordinate the schedules of classes to issuer that all curricular needs are met while responding to the preferences of faculty and students

Responsibility of the Registrar

The registrar's office involve in all aspects of academic life, including undergraduates students recruitment and marketing, admission, enrollment examination development and application of academic policies and convocations. The office facility the recruitment and timely admission of highly qualified undergraduate's applications

secures production and maintenances of accurate student's records on which the university's grant claim are based.

The registrar is the senior department head responsible for the management of the office of the registrar. These responsibilities includes developing and maintaining an organizational structure that reflects the university's culture and supports its mission making the case from adequate levels of budget supports effectively managing and controlling resources allocated to the office providing effective admimstrative support systems providing change management ,ensuring fair performance evaluation and providing job related training and encouragement of the staff participation in personal and professional development on an on-going basis.

2.19.4 Controller of Examination

The controller of examination is the principal officer-in-charge of the conduct of examination and tests of the university and declaration of their results. He discharges his function under the superintendence, direction and guidance of the board of examinations. He is a full-time salaried officer of the university and works directly in the direction and control of the vice –chancellor.

Without discrimination of the general provisions of sub section the controller is responsible for making all arrangement necessary for holding examination and tests and declarations of results. In general the controller of examinations perform following duties:

- Prepare and announce in advance the calendar of examinations
- Arrange for printing of questions papers
- Arrange to get performance of the candidates at the examination and others test
- Arrange for timely publication of results of examination and others test

- Postpone or cancel examination, in par or, in whole, or invents of malpractice or it the circumstances so warrant and task disciplinary action or initiates any civil or criminal proceeding against any person or group of persons.
- To review from time to time the results of university examination and forwards reports thereon to academic council.

The controller shall exercise such others powers and perform such duties as may by prescribed or assigned to him ,from time to time by the boards of examination.

2.20 Related Researches

Ali (2001) conducted research study with the objectives (a) to review the needs of staff development in distance education system (b) to identify the implementation pattern practices of staff development program that is currently practiced in the AIOU (c) to assess the facilities available for staff development in AIOU (d) to indentify shortcoming in the implementing pattern and practices of staff development programme together with possible future improvement (e) developing a model for staff development at Allama Iqbal open university. In this research a model for staff development was developed.

Naveed (2004) conducted research study with the objectives (i) to examine the different training programmes, which are already being run for professional development of college teacher in Pakistan (ii) to analyzed the institutional policies and project for professional development of college teachers.(iii) to examine the principles attitudes and encouragement for professional development of teacher.

Khatoon (2004) conducted research study highlighting the objectives to analyzed, evaluating the jobs of heads and suggest strategies for implementing of training programmes to fulfill the needs and draw conclusions that head teachers should provided

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in-services training in the area of planning, management, administration, supervision, finance and budgeting.

Khan (2005) conducted research with these objectives (i) to evaluates the existing situation of staff development in higher education in Pakistan,(ii) to investigates the measures adopted by the government to improve the staff development in higher education.(iii) to indentify the areas in which development in needed by the teaching staff of the universities (iv) to design a model for staff development in higher education in Pakistan. Kalley (2006) suggest that human Resources Development may be delivered by public organization such as government, on government organization and supernatural organization or Privates Corporation.

CHAPTER 3

Research Methodology

This research study was carried out in order to investigate the training needs and problems faced by educational administrators of universities. An effort has also been made to assess their attitude towards their responsibilities and to analyze about the administrative style they adopt during their services. There was a need to quantify the results for generalizing the findings obtained from the sample to the whole population. Therefore the quantitative approach for this study was used.

The detail of methodology for this research is discussed in this chapter. The type of study, Delimitations of the study, population, sample size, sampling technique, research instrument, its pilot testing and procedures of data collection is also discussed.

3.1 Type of Study

It is descriptive research. Survey method was used.

3.2 Target Population

Deans of faculties, heads of departments and controllers of examination of all public universities of federal area having formal system of education were the population of the study.

Table 3.1   List of Public Universities in Federal Area

Sr#	Name Of University	Deans	COE	Chairperson	Total
1	National Defense University, Islamabad	1	2	5	8
2	National University of Science and Technology, Islamabad	4	2	39	45
3	Quaid-i-Azam University, Islamabad	4	2	24	30
4	Pakistan Institute of Development Economics, Islamabad	3	2	4	9
5	National University of Modern Languages, Islamabad	6	2	33	41
6	Pakistan Institute of Engineering Applied Sciences, Islamabad	2	2	8	12
7	Federal Urdu University of Arts, Sciences and Technology, Islamabad	6	2	8	16
8	International Islamic University, Islamabad	9	2	43	54
9	Institute of Space Technology (IST), Islamabad	0	2	6	8
10	COMSATS Institute of Information Technology, Islamabad	6	2	11	19
11	Bahria University, Islamabad	3	2	7	12
12	Air University, Islamabad	5	2	9	16
	Total population	49	24	197	270

3.3 Sampling Technique

The population of the study was heterogeneous therefore the process of stratification was done. Stratum of homogeneous population was made. Then sample was selected by stratified sampling method. The basic reason for using stratified random

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sampling is to capture key characteristics from whole population. The samples drawn in this way increase the efficiency and accuracy of the findings thus findings may become more generalize able.

3.4 Sample Size

Three strata were made one of the deans 2nd for the HOD,s and third for the COE. At least 25% of each strata was included in sample which is according to Gay (2005) satisfactory. The table 3.2 shows the sample size.

Table 3.2.   Sample Size

Sr#	Name Of University	Deans	COE	HOD,s	Total
1	National Defense University, Islamabad	0	1	0	1
2	National University of Sciences and Technology (NUST), Islamabad	2	1	11	14
3	Quaid-i-Azam University, Islamabad	2	2	10	14
4	Pakistan Institute of Development Economics, Islamabad	2	1	4	7
5	National University of Modern Languages, Islamabad	4	2	8	14
6	Pakistan Institute of Engineering Applied Sciences, Islamabad	0	2	3	5
7	Federal Urdu University of Arts, Sciences and Technology, Islamabad	4	2	4	10
8	International Islamic University, Islamabad	6	2	15	23
9	Institute of Space Technology (IST) , Islamabad	0	1	1	2
10	COMSATS Institute of Information Technology, Islamabad	2	2	2	6
11	Bahria University, Islamabad	1	2	0	3

12	Air University, Islamabad	2	2	2	6
13	Sample Size	25	20	60	105

3.5 Instrument of the Study

In order to collect data, three questionnaires were used as an instrument. Researcher developed three types of questionnaires.

1. Questionnaire for Deans

2. Questionnaire for Chairperson

3. Questionnaire for COE

Each questionnaire covered the following dimensions of administration.

i. Demography of administrator

ii. Information about Administrative and Managerial Training

iii. Planning

iv. Staffing

v. Communication skills

vi. Decision Making

vii. Problem Solving

viii. Financing

ix. Appraising Monitoring and evaluating

x. Attitude of Administrators During their Services

xi. Prevailing Practices of Administrators

3.5.1 Demographic Profile

The basic information about respondents related to the research is composed of demographic profile. In questionnaire the type of item and item number is as follows:

Table 3.3 Demographic Information

Item	Item Number
Demographic Information	
Name	1
Gender	2
Age	3
Designation	4
Name of Institution	5
Year of joining	6
Qualifications	
Academic Qualification	7
Professional Qualification	8
Experience	
Total Experience	11
Computer Literacy	16

Most of the items mentioned in the above table were close ended with few open ended and a mixture of open ended and close ended e.g., professional qualification, age, Name of institution experience were a mixture of open and closed ended type of questions whereas, Gender, computer literacy designation, etc. were closed ended questions and whereas year of joining the present position were open ended questions because of expected diversity of answers.

3.5.2 Administrative and Managerial Training

It was expected that there may be some sort of training taken by the higher order administrators before or after joining the present position. That aspect of the respondents was covered and dealt with under Section B and as per item detail is provided in the table 3.4 which is as under:

Table 3.4 Information about Administrative and Managerial Training

Item	Item Number
Administrative Training	12
Duration of training	12.1
Managerial Course	13
Type of training/course	15
Effects of training	14

The items "duration of training" and "type of training" were open ended while all other questions were closed ended based on five point likert scale.

3.5.3 Educational administration

The educational administration has many dimensions as conceived from related literature. They should be trained in every dimension but it was impossible for the researcher to include the questions related to every dimension. So some very important dimensions of administration were taken. Detail of which is as under:

Table 3.5 Competency in Planning

Items related to Planning	Item Number
Competency in Planning Objectives	17.1
Competency in implementing the Planned Instructions	17.2
Competency in Pre Planning a Task	17.3
Meet the Planned Targets Successfully	17.4

Table 3.6 Competency in Communication

Items related to Communication	Item Number
Effective Use of Interpersonal Skills	18.1
Effective communication	18.2
Listen and spontaneously understand the Ideas	18.3
Feel a communication gap between me and my subordinates/ superiors	18.4
Feel difficulty in expressing the opinion	18.5

Table 3.7 Decision Making

Items related to Decision Making	Item Number
Competency in Decision Making	19.1
Work according to my own Set Priorities	19.2
Assign Tasks According to their Abilities	19.3
Consultation before making any decision	19.4
Examine all relevant information	19.5
Make decisions consistent with plans and policies	19.6

Table 3.8 Problem Solving Skills

Items related to Problem Solving	Item Number
Diagnosing Problems	20.1
Handling Problem	20.2
Situational Analysis	20.3
Think about all possible solution	20.4
Consult with team members	20.5
To select the best solution of the Problem	20.6

Table 3.9 Staffing

Items related to Staffing	Item Number
Proper recruitment criteria	21.1
Commitment for unbiased appointments	21.2
Independence in appointing and transferring staff	21.3

Table 3.10 Financing

Items related to Financing	Item Number
Awareness about financial rule	22.1
Face problem to control budget	22.2
Encounter problem in handling accounts	22.3
Influence of higher authorities on budget	22.4

Table 3.11 Appraisal and Evaluating

Items related to Staffing	Item Number
Appreciate the subordinates	23.1
Providing feed back	23.2
Assessment and evaluation of staff	23.3
Realistic in writing ACRs	23.4

Table 3.12 Attitude towards subordinates

Items related to Attitude	Item Number
Try to train the subordinates	24.1
Avoid creating conflicts	24.2
Cooperate and encourage staff	24.3
Share the authority	24.4
Like to Delegate authority	24.5
welcome to the innovative ideas of the staff	24.6

Table 3.13 Prevailing Practices

Item	Item Number
Create friendly environment	25.1
Trust on subordinates	25.2
Dislike to make social relations	25.3
Equally treat subordinates	25.4
Use incentives to reinforce the subordinates	25.5
Want the training of staff to increase the proficiency of using computer	25.6

3.6 Data Collection

After pilot study questionnaire researcher administered personally to the Population. The researcher taken the appointments on telephone and visited herself. The response rate was about 40% because of the unavailability of the administrators.

3.7 Data analysis

The information obtained through questionnaire was analyzed by using SPSS 16. Data was analyzed on the basis of frequency distribution and %age. The more frequency of the responses of always and often shows that they were perfect in that area and did not need any training but the more frequency of the   responses seldom , no opinion and

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never means there is some gap in that area and it should be fulfilled by providing training

in that dimension.

CHAPTER 4

Analysis of the Data

This study was conducted to analyze the training needs of educational administrators at university level. The presentation and analysis of data is divided into three sections.

Section A. Analysis of the data of chairpersons.

Section B. Analysis of the data of deans.

Section C. Analysis of the data of director examination/ controller examination.

We can determine the effect of training on prevailing practices and also determine the association between the qualification and problems faced.

Section A
Analysis of the data of Chairperson

Table 4.1 Gender

	Frequency	Percentage
Male	50	83
Female	10	17
Total	60	100

Table 4.1 is about the gender of chairpersons. It shows that 80% chairpersons were men while 20% were women. From this table we conclude that majority of the chairpersons were male.

Table 4.2 Age in Years

	45 and below	46-50	51-55	56-60	Above than 60	Total
No. of responses	6	12	20	12	6	56
%age	10	20	33	20	10	93

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According to the table 4.2 age of 10% chairpersons was below than 45, 20% of them belong to Age group 46-50, 33%were from age group 51-55, 20% belong to age group 56-60 and only 10% were from age Group above than 60. While 7% hadn't respond about their age. It also indicated that majority of the chairpersons belongs to age group 51-55 and a minor no of chairpersons belong to age group 45 and below.

Table 4.3 Designation of Chairpersons

Sr#		Assistant Professor	Associate Professor	Professor	Missing Values	Total
1	Responses	5	40	7	8	60
2	Percentage	8	67	12	13	100

Table 4.3 provided the data about the designation of heads of departments. It depicted that 8% respondents were assistant professors, 67% respondents were Associate Professor and only 12% were professors. 13% respondents hadn't written their designation.

Table 4.4 Qualifications of Chairpersons

Sr#		Masters	M.Phill	Ph.D	Post Ph.D	Total
1	Responses	2	0	46	12	60
2	Percentage	3	0	77	20	100

Table 4.3 describes the Qualifications of respondents. According to the table only 2 (3% of the Sample) chairpersons had master's degree and one of them is Associate Professor while the 2nd One Assistant Professor and is in charge of the department not chairperson. No chairperson was found with M.Phill degree. The qualification of 77%

chairpersons is Ph.D while 20% were found Post Doctorate Degree. From the information provided in the table majority of the chairpersons is Ph.D.

Table 4.5 Experience (Years)

Sr#		10 and below	11-20	21-30	31-40	Total
1	Responses	6	18	24	12	60
2	Percentage	10	30	40	20	100

This table contains the information about experience of the chairpersons. Only 10% chairpersons had experience less than 10 years, experience of 30% is between (11-20) years, 40% had experience Between 21 to 40 years and only 20% had experience from 31 to 40 years. By analyzing the data of table 4.4 we could say that majority of the chairpersons had experience of 21 to 30 years.

Table 4.6 Administrative Training

Sr#		No	Yes	Missing value	Total
1	Responses	40	15	5	55
2	Percentage	66	25	8	91

Table 4.5 provided the data about administrative training of chairpersons before or after joining the post. According to this data 66% respondents had not participated in any training While 25% taken administrative training. 9% of the sample did not respond this item. By utilizing the information given in the table the researcher comes to know that majority of the chairpersons hadn't received any administrative training. 8% responses were missing.

Table 4.7 Participation in Managerial Training

Sr#		No	Yes	Missing value	Total
1	Responses	42	12	6	54
2	Percentage	70	20	10	90

According to the table 70% of the respondents had not participated in any managerial course. Only 20% of them had managerial training while 10% hadn't responded about managerial training. This table also show that majority of chairpersons hadn't participated in any managerial training course while a minor number had participated a managerial training course.

Table 4.8 Type of Training

	Staffing	Financial Management	Strategic Management	Corporate Management	Not Applicable	Total
Responses	12	5	3	0	40	60
Percentage	20	8	5	0	67	100

Table 4.8 illustrate about the type of training received. It shows that 20 % chairpersons received training of staffing, 8% received training about financial management while 5% received training about strategic management. From this table the researcher came to know that most of the chairpersons who had received training, their area of training is Staffing.

Table 4.9 Duration of Course

	Not applicable	Few days	1-3 (Months)	6-9 (Months)	9-12 (Months)	Missing value	Total
Responses	40	12	6	0	0	2	58
Percentage	67	20	10	0	0	3	97

The information about the training is provided in Table 4.8. 20% respondents received training consists on few days, 10% received a training having duration of 1-3 months while 2% hadn't respond about the duration of the training. Table 4.8 shows that the chairpersons who received training, the duration of the most number of trainee was few days; and duration of training received by minimum number was one to three months while no one had received training of four months or above. 3% hadn't written their response.

Table 4.10 Effects of Training

	Not applicable	Not at all	Not Clear	To some Extent	To Great Extent	Total
Responses	40	0	6	3	11	60
Percentage	67	0	10	5	18	100

According to the table 4.9, 10% respondents were not clear about the affects of training on their practices, 5% respondents apply the knowledge and experience of the training in their practices to some extent while 18% respondents apply their knowledge to great extent. From the information given in the table 4.9 researcher come to know that the chairpersons who had received training most of them apply it during their practices to a great extent while a very few number responds that they apply it to some extent.

Table 4.11 Computer Literacy

Sr#		No	Yes	Total
1	Responses	12	48	60
2	Percentage	20	80	100

Table 4.11 describes the information about the computer literacy. 48% respondents were computer literate while 12% were not. This table reflects that most of the chairpersons were computer literate.

Table 4.12 Competency in Planning

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Competency in Planning Objectives of the department	Responses	0	12	24	16	8	60
		%age	0	20	40	30	10	100
2	Competency in implementing the Planned Instructions	Responses	4	0	48	8	0	60
		%age	7	0	80	13	0	100
3	Competency in Pre Planning a Task	Responses	8	8	19	4	21	60
		%age	13	13	33	7	34	100
4	Meet the Planned Targets Successfully	Responses	4	20	16	8	12	60
		%age	7	33	27	13	20	100

According to the table 4.12 no respondent found him always competent to plan the objectives, 20% often plan their objectives , 40% respondents found themselves able to plan objectives seldom,27% had no opinion about planning the objectives themselves and 13% of them said that they never planned objectives themselves. This table reflects that majority of the chairpersons found them competent in planning objectives for their departments occasionally. No respondent found him always competent in planning objectives for his department.

It also gave us information about the successful implementation of planned instruction. Only 7% respondents always found them competent in implementing the planned instructions, 80% respondents seldom found them able to successfully implement the planned instructions while 13% said that they had no opinion about the said question. From the above table researcher can reproduce that minimum number of respondents

Found always found them competent in implementing the planned instructions while maximum respondents seldom found them competent for successful implementation of already provided planned instructions.

On the third number it shows the extent levels at which the chairpersons think them able to preplan about any task assigned by higher authorities. 13% respondents think that they were always competent, 13% also often competent, 33% seldom competent, 7% had no opinion while 34% found them never competent to preplan any type of task assigned by higher authorities. From the data of this table researcher come to know that majority of the respondents never found them able to pre plan the tasks.

It also reflects that 7% respondents always meet their targets successfully, 33% of the chairpersons often meet their targets successfully, 27% respondents seldom meet their targets successfully, and 8% had no opinion about the successful congregation of the targets while 20% never achieve their targets successfully.

Table 4.13 Competency in Communication

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Effective Use of Interpersonal Skills	Responses	4	12	24	12	8	60
		%age	7	20	40	20	13	100
2	Effective communication	Responses	20	4	12	04	20	60
		%age	33	7	20	7	33	100
3	Listen and spontaneously understand the Ideas	Responses	19	10	11	15	5	60
		%age	32	17	18	25	8	100
4	communication gap between me and my subordinates/ superiors	Responses	8	20	12	16	4	60
		%age	13	33	20	27	7	100
5	Feel difficulty in expressing the opinion	Responses	5	10	11	15	19	60
		%age	8	17	18	25	32	100

Table 4.13 represents the information about the competency in communication. The item on serial number one is about the effective use of interpersonal skills. It indicates that 7% respondents always use interpersonal skills effectively, 20% respondents often use interpersonal skills effectively, 40% respondents seldom use interpersonal skills effectively,20% had no opinion about the effective use of interpersonal skills while 13% respondents never used interpersonal skills effectively. The item on serial number the extent levels of feelings about communication problem by chairpersons of the departments. 33% respondents always feel communication gap between them and their stake holders, 7 % respondents often feel communication gap between them and their stake holders, 20% respondents seldom feel communication gap between them and their stake holders, 7% respondents had no opinion about communication gap between them and their stake holders and 33% respondents always feel communication gap between them and their stake holders. The item number three of this table shows the extent levels to which the respondent listens and understand the ideas of others. From the figures of this item it is represented that 32% of the sample always listen and spontaneously understand the ideas, 17% of the sample often listen and spontaneously understand the ideas, 18% of the sample seldom listen and spontaneously understand the ideas, 8% of the sample never listen and spontaneously understand the ideas while 25% do not bother this dimension of communication.

The item on serial number 4 represents the measures about the extent levels to which the respondents feel a communication gap with their subordinates and superiors. From the data in above table it is clear that 13% of them always feel a communication gap, 33% of them often feel a communication gap, 20 % of them seldom feel a communication gap, 7% of them had no opinion about communication gap even it is or

not while 7% of them never feel a communication gap with their subordinates and superiors.

The item number five emphasis on a very important dimension of communication. It provided a very clear picture about the opinions of the respondents that how much confused they were in expressing their opinion? 8% respondents were always feel no difficulty while expressing their opinion, 17% respondents were often feel no difficulty while expressing their opinion, 18% respondents were seldom feel difficulty while expressing their opinion, 25% had no opinion about it and 32% respondents never problem in expressing their opinion.

Table 4.14 Decision Making

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Competency in Decision Making	Responses	13	16	14	7	10	60
		%age	21	27	23	12	17	100
2	Work according to my own Set Priorities	Responses	12	7	20	12	9	60
		%age	20	13	33	20	14	100
3	Assign Tasks According to their Abilities	Responses	8	7	25	5	15	60
		%age	13	12	42	8	25	100
4	Consultation before making any decision	Responses	4	11	25	14	6	60
		%age	7	18	42	23	10	100
5	Examine all relevant information	Responses	10	14	28	0	8	60
		%age	17	23	47	0	13	100
6	Make decisions consistent with plans and policies	Responses	13	16	14	7	10	60
		%age	21	27	23	12	17	100

The table 4.14 provided information about the different dimensions of decision making. The first item of the table reflects the information about competency in decision making. It is clear from the table that 21% respondents find themselves always competent in decision making, 27% respondents find themselves often competent in decision making, 23% respondents find themselves seldom competent in decision making, 12% respondents do not had any idea about decision making while 17% respondents find themselves never competent in decision making.

The second item signify the extent levels to which the respondents work according to their own set priorities. According to the given data 18% respondents always work according to their own set priorities, 5% often do the tasks according to their own set priorities, 47% respondents occasionally do the works according to their own set priorities, 23% Had no opinion to set priorities and work accordingly while 7% clearly responded that they never performed this practice.

The third item is about making write decisions while assigning the tasks to subordinates. It is very important dimension of decision making to assign the tasks according to the capabilities of the persons. From the above information it is clear that 13% respondents always claim that they always assign the tasks according to the capabilities of subordinates, 12% often do this practice, 42% seldom do, 8% had no idea of this dimension and 25% never bother this dimension of decision making during their practices. The item number four emphasis on consulting with all relevant people before making any decision. It shows that 7% respondents always consult with relevant people before making any decision, 18 % respondents often consult with relevant people before making any decision, 42 % respondents seldom consult with relevant people before making any decision, 23 % do not given any opinion while they consult relevant people or situations before making any decision and 10% respondents never consult with

relevant people before making any decision, After analyzing the item number 5 of the table researcher come to know that 17% respondents said that they always examine all the relevant information before making any decision, 23% often do this practice, 47% seldom perform this action before making any decision, and 13 % never do this.

The last item of the table is about a very important dimension of decision making that is "to make decisions consistent with policies and plans. After analyzing the data obtained in response of this item it is clear that 21% respondents always take decisions consistent with policies and plans, 27% respondents often take decisions consistent with policies and plans, 23% respondents seldom take decisions consistent with policies and plans, 12% had no opinion which indicates that a significant number of chairpersons do not give importance to a an essential element of decision making which may cause wrong decisions or failure of the system while 17% respondents never take decisions consistent with policies and plans,

Table 4.15 Problem Solving

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Diagnosing Problems	Responses	4	11	25	14	6	60
		%age	7	18	42	23	10	100
2	Handling Problem	Responses	11	3	28	14	4	60
		%age	18	5	47	23	7	100
3	Situational Analysis	Responses	8	7	25	5	15	60
		%age	13	12	42	8	25	100
4	Think about all possible solution	Responses	12	7	20	12	9	60
		%age	20	13	33	20	14	100
5	Consult with team members	Responses	10	14	28	0	8	60
		%age	17	23	47	0	13	100
6	To select the best solution of the Problem	Responses	13	15	14	7	11	60
		%age	21	27	23	12	17	100

Table 4.15 provided the picture about the problem solving skills of respondents. It is an essential element of the administration. Problem solving skill plays a key role for successful administration. The basic components of problem solving were distinguishing a problem, handling a problem, situational analysis; to think about all possible solutions, consult with team members about the solutions and to select the best option.

The 1st item is about distinguishing a problem. It enlightens about the extent levels of distinguishing a problem. According to the data obtained against this item 7% respondents feel them always competent in diagnosing problem, 18% respondents feel them often competent in diagnosing problem, 42% respondents seldom feel them competent in diagnosing problem, 23% had no opinion about this facet which means they had no idea about diagnosing the problem and despite the fact that 10% respondents feel them never competent in diagnosing problem.

The 2nd item of the table is about a very important aspect of problem solving that is "to handle problem" sensibly. After analyzing the data obtained in response of this item it is clear that 18 % respondents always handle problem sensibly, 5% respondents often handle problem sensibly, 47% respondents seldom handle problem sensibly, 23% had no opinion which indicates that a significant number of chairpersons do not give importance this essential element of problem solving which may cause wrong solution or failure of the system while 7% respondents never handle problems sensibly.

The 3rd item is about situational analysis. It enlightens about the extent levels of situational analysis to think out the possible solutions of a problem. According to the data obtained against this item 13% respondents feel them always competent in situational analysis, 12% respondents were found them often competent in situational analysis, 42% respondents seldom feel them competent in situational analysis, 8% had no opinion regarding to this facet which means they had no idea about situational analysis for

problem solving and despite the fact that 25 % respondents feel them never competent in situational analysis.

The 4th item of the indicates another important aspect of problem solving that is think about all possible solutions which is after situational analysis. After analyzing the data obtained in reaction of this item it is clear that 20% respondents always think about the all possible solutions, 13% respondents often think about the all possible solutions, 33% respondents seldom think about the all possible solutions, 12% had no opinion which indicates that a significant number of respondents do not give importance to a an fundamental element of problem solving which may guide us towards a wrong solution of the problem while 14% respondents never think about the all possible solutions before selecting a solution and after situational analysis.

The item number five is about consulting the situations and possible solutions with other members, while selecting an appropriate solution. It is very imperative to discuss regarding the faced circumstances and feasible ways in which we can resolve the problem. From the above information it is clear that 17% respondents claim that they always discuss , 23% often like to discuss, 47% seldom do and 13% never bother this element of problem solving during their practices.

The last step in problem solving is to select an appropriate solution of the problem. The data of this item make us clear that 21% respondents said that they always choose best solution of the problem, 27% often choose best solution, 23% seldom successful in choosing best solution, 12% had no opinion about it and 17% feel that they never choose best solution.

Table 4.16 Staffing

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Proper recruitment criteria	Responses	40	15	5	0	0	60
		%age	67	25	8	0	0	100
2	Commitment for unbiased appointments	Responses	46	14	0	0	0	60
		%age	77	23	0	0	0	100
3	Independence in appointing and transferring staff	Responses	24	12	4	12	8	60
		%age	40	20	7	20	13	100

Table 4.16 is about staffing. To run the administration soundly smoothly the administrator should be very competent in this field. The serial number of the above table provided the data about describing proper recruitment criteria for new appointments. It indicates that 67% respondents always had well set criteria for recruitments, 25% respondents often had a pre described criteria for recruitment and only 8% said that they seldom had pre determined criteria for recruitments and no response was found in favor of never following a pre described criteria for fresh appointments.

Second item was about the commitment of chairpersons for unbiased appointments. By analyzing the data against this question it was noted that 77% chairpersons were found always committed for unbiased appointments, 23% found often committed towards unbiased appointments and no response was found in favor of never showing commitment.

The item on serial number 3rd was about giving a right to the chairpersons to appoint and transfer the staff independently. After analyzing the data obtained in response of this item researcher come to know that 40% respondents want to be always independent in appointing and transferring staff, 20% often want to become independent while appointing and transferring staff, 7% seldom wants independence for appointments and transfers, 20% had no opinion about it whereas 13% never wants to be independent for appointments and transfers.

Table 4.17 Financing

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Awareness about financial rule	Responses	9	11	14	10	16	60
		%age	15	18	23	17	27	100
2	Face problem to control budget	Responses	20	12	21	0	7	60
		%age	33	20	35	0	12	100
3	Encounter problem in handling accounts	Responses	28	5	8	9	10	60
		%age	47	8	13	15	17	100
4	Influence of higher authorities on budget	Responses	8	16	8	16	12	60
		%age	13	27	13	27	20	100

The table 4.17 is about financing. Proper utilization and allocation of funds is an art. In table 4.17 the is about important aspects of financing. The 1st portion of the table provided data about the awareness of financing rules. 15 b% respondents said that they were ever aware of financing rules, 18% often had awareness about financing rules, 23% respondents seldom had awareness about financing rules, and 17% had no opinion about

the awareness of financing rules while 27% respondents claimed that they never had awareness about financial rules.

The second item was about the trouble faced by administrators in controlling budget. It is a cumbersome task to control budget and it requires a lot of competency. 33% respondents always feel problem in controlling budget, 20% found often troublesome to control budget, 35% seldom feel difficulty in controlling budget and 12% said that they had no problem to control budget.

The third item is about encountering the problem in handling accounts. By analyzing the data in serial number 3 researcher come to know that 47% respondents always encounter problem in handling accounts, 8% respondents often encounter problem in handling accounts, 13% respondents seldom encounter problem in handling accounts, 15% respondents hadn't any opinion about handling accounts and 17% never feel difficulty in handling accounts. It means that 17% respondents feel them competent in handling accounts.

The fourth item describes the extent level to which higher authorities influence the budget. The analysis of obtained data shows that 13% respondents always found the influence of higher authorities on allocation and utilization of budget, 27% often feel this influence, 13% seldom feel the influence of higher authorities on budget, 27% hadn't shown their opinion against this question whereas 20% respondent claimed that they were always independent and never feel influence of higher authorities on budget.

Table 4.18 appraisal and Evaluating

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Appreciate the subordinates	Responses	8	0	32	8	12	60
		%age	13	0	53	13	20	100
2	Provide feed back	Responses	0	4	48	8	0	60
		%age	0	7	80	13	0	100
3	Assessment and evaluation of staff	Responses	4	12	24	12	8	60
		%age	7	20	40	20	13	100
4	Realistic in writing ACRs	Responses	21	12	7	11	9	60
		%age	35	20	12	18	15	100

Table 4.18 is about another aspect of administration that is Appraisal and evaluation. The 1st item of the table 4.18 depicted the information about appreciating the subordinates for showing better performance. After analysis of the data against this item it is clear that only 13% respondents always appreciate their subordinates for their better performance, 0% percent respondents often appreciate their subordinates for their better performance which means against this level no response was found, 32% percent respondents seldom appreciate their subordinates for their better performance, 13% had no opinion about this item and 20% percent respondents never appreciate their subordinates for their better performance.

The forth item was about the assessment and evaluation of the subordinates. This item is a key aspect of staffing because if a chairperson was not competent in this area he will not be able to encourage competent members and discourage silly persons. While

examining the data in response of this item the researcher come to know that 7% respondents always assess and evaluate their subordinates proficiently, 20% respondents often assess evaluate their staff properly, 40% respondents think that they were seldom able to assess and evaluate their subordinates, 20% had no opinion about the assessment and evaluation of the staff and 13% respondents never assess and evaluate the subordinates. For smooth functioning of the department it was necessary to provide feedback by the chairpersons. Analysis of the obtained data shows that no respondent always like to provide feedback to their subordinates, 7% respondent often like to provide feedback to their subordinates, 80% respondents seldom like to provide feedback to their subordinates, 13% respondent had no opinion about providing feedback, and no response was found against never providing feedback which means no one committed that he never provide feedback.

After analyzing the data in response of 4th item researcher come to know that 35% respondents always use to write annual confidential reports realistically, 20% respondents often use to write annual confidential reports realistically, 12% respondents always use to write annual confidential reports realistically, 18% shown no opinion about it whereas 15% respondents always use to write annual confidential reports realistically.

Table 4.19 Attitude towards subordinates

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Avoid creating conflicts	Responses	8	16	8	16	12	60
		%age	13	27	13	27	20	100
2	Training of the subordinates for their professional development	Responses	4	20	8	4	24	60
		%age	7	33	13	7	40	100
3	Cooperate and encourage staff	Responses	6	4	8	30	12	60
		%age	10	7	13	50	20	100
4	Share the authority	Responses	9	7	12	8	24	60
		%age	15	12	20	13	40	100
5	Like to Delegate authority	Responses	0	15	24	4	17	60
		%age	0	26	40	7	27	100
6	welcome to the innovative ideas of the staff	Responses	11	5	16	7	21	60
		%age	18	8	27	12	35	100

The table 4.19 was about the attitude of administrators with their staff. For increasing the efficiency level of the department and to provide best services, the performance of subordinates play a pivotal role and it may be increased by the heads by training, avoiding to create conflicts, cooperating and encouraging, sharing the authority, delegating the authority, greeting their innovative ideas. The first item of the table was about training of the subordinates for their professional development. 7% respondents claimed that they always try to groom their subordinates, 33% respondents claimed that they often try to groom their subordinates, 13% respondents claimed that they seldom try

to groom their subordinates, 7 % respondents had no opinion about it , 40% respondents never tried to groom their subordinates.

To avoid creating conflicts among subordinates was also the responsibility of chairpersons for achieving better services. From the data of third item it was apparent that 13% respondents always try to avoid creating conflicts, 27% respondents often try to avoid creating conflicts, 13% respondents seldom try to avoid creating conflicts, 13% had no opinion about creating conflicts among subordinates, and 20% respondents never try to avoid creating conflicts.

Fourth item shows the extent levels of cooperating and encouraging staff for their better performance. 10% respondents always cooperate and encourage their staff for increasing their efficiency level, 7% respondents often cooperate and encourage their staff for increasing their efficiency level, 13% respondents often cooperate and encourage their staff for increasing their efficiency level, 50% had no opinion cooperate and encourage their staff for increasing their efficiency level, 20% respondents never cooperate and encourage their staff for increasing their efficiency level. 15% respondents always share authority with their subordinates, 12% respondents often share authority with their subordinates, 20% respondents seldom share authority with their subordinates, 13% had no opinion about sharing authority which means they don't bother this dimension and 40% respondents never share authority with their subordinates.

In response of delegating authority the analysis of data against it reveals that no respondents like to delegate authority with their subordinates, 26% respondents often like to delegate authority with their subordinates, 40% respondents seldom like to delegate authority with their subordinates, 7% respondents had no opinion to delegate authority with their subordinates, while 27% respondents never like to delegate authority with their subordinates. To provide the services in modern way there should be creativity in all staff

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members and it will be polished when chairpersons will welcome to their innovative ideas. The analysis of the data against this item depicted that 18% respondents always welcome to the innovative ideas of the staff, 8% respondents often welcome to the innovative ideas of the staff, 27% respondents seldom welcome to the innovative ideas of the staff, 12% respondents had no opinion about it whereas 35% respondents never welcome to the innovative ideas of the staff.

Table 4.20 Prevailing Practices

Sr#	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Create friendly environment	Responses	8	14	12	18	8	60
		%age	13	23	20	30	13	100
2	Trust on subordinates	Responses	8	5	28	9	10	60
		%age	13	8	47	15	17	100
3	Dislike to make social relations	Responses	8	16	8	16	12	60
		%age	13	27	13	27	20	100
4	Equally treat subordinates	Responses	11	5	28	9	7	60
		%age	18	8	47	15	12	100
5	Use incentives to reinforce the subordinates	Responses	0	10	20	22	8	60
		%age	0	17	33	37	13	100
6	Want the training of staff to increase the proficiency of using computer	Responses	8	14	12	18	8	60
		%age	13	23	20	30	13	100

The data in the table 4.20 depicted about the prevailing practices of the administrators. The first item was about the environment of the departments. Analysis of the data against the item friendly environment shows that 13% respondents always try to create friendly environment in their departments, 23% respondents often try to create friendly environment in their departments, 20% respondents seldom try to create friendly environment in their departments, 30% respondents had no opinion about creating

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friendly environment and 13% respondents never try to create friendly environment in their departments. Second point was about trusting on subordinates. Analysis of second item shows that 13% respondents always trust on their subordinates, 8% respondents often trust on their subordinates, 47% respondents seldom trust on their subordinates, 15% had no opinion about this item, 17% respondents never trust on their subordinates.

Third item was about disliking or liking about making social relations. The analysis of available data shows that illustrate that 13% respondents always dislike to make social relations with their subordinates, 27% respondents often dislike to make social relations with their subordinates, 13% respondents seldom dislike to make social relations with their subordinates, 27% respondents had no opinion about making social relations with their subordinates, 20% respondents never dislike to make social relations with their subordinates. It was the demand of all subordinates that their chairperson should treat them equally. By analyzing the responses against this item researcher come to know that 18% respondents always equally treat their subordinates, 8% respondents often equally treat their subordinates, 47% respondents seldom equally treat their subordinates, 15% had no opinion in this regard and 12% respondents equally treat their subordinates.

By using incentives we can reinforce the subordinates and make their services more and more proficient. Due to the most important aspect for provision of best services from the subordinates it was also included in questionnaire. And when responses were analyzed researcher come to know that no chairperson respond against the always provision of incentives for better performance, 17% respondents often use incentives for better performance, 33% seldom do this practice, 37% hadn't shown any opinion whereas 13% respondents often use incentives for better performance.

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Section B
Analysis of the data of Controllers

Table 4.21 Gender

	Frequency	Percentage
Male	18	80
Female	2	20
Total	20	100

Table 4.21 was about the gender of chairpersons. It shows that 80% controllers of examination male were while 20% were female. From this table we conclude that majority of the controllers was male.

Table 4.22 Age in Years

	45 and below	46-50	51-55	56-60	Above than 60	Total
No. of responses	3	5	6	4	2	20
%age	15	25	30	20	10	100

According to the table 4.22 age of 10% chairpersons was below than 45, 20% of them belong to Age group 46-50, 33% were from age group 51-55, 20% belong to age group 56-60 and only 10% were from age Group above than 60. While 7% hadn't respond about their age. It also indicates that majority of the chairpersons belongs to age group 51-55 and a minor no of chairpersons belong to age group 45 and below.

Table 4.23 Designation

Sr#		Additional Controller/ Additional director examination	Controller/ director examination	Deputy Controller/ Deputy director examination	Total
1	Responses	4	7	9	60
2	Percentage	20	35	45	100

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Table 4.23 provided the data about the designation of heads of departments. It depicted that 8% respondents were assistant professors, 67% respondents were Associate Professor and only 12% were professors. 13% respondents hadn't written their designation.

Table 4.24 Qualifications

Sr#		Masters	M.Phill	Ph.D	Post Ph.D	Total
1	Responses	15	1	4	0	20
2	Percentage	75	5	20	0	100

Table 4.24 describes the Qualifications of respondents. According to the table only 2 (3% of the Sample) chairpersons had master's degree and one of them was Associate Professor while the 2nd One Assistant Professor and was in charge of the department not chairperson. No chairperson was found with M.Phill degree. The qualification of 77% chairpersons was Ph.D while 20% were found Post Doctorate Degree. From the information provided in the table majority of the chairpersons was Ph.D.

Table 4.25 Experience (Years)

Sr#		10 and below	11-20	21-30	31-40	Total
1	Responses	0	04	13	3	20
2	Percentage	0	20	65	12	100

This table contains the information about experience of the chairpersons. Only 10% chairpersons Had experience less than 10 years, experience of 30% was between (11-20) years, 40% had experience Between 21 to 40 years and only 20% had experience from 31 to 40 years . By analyzing the data of table 4.4 we can say that majority of the chairpersons had experience of 21 to 30 years.

Table 4.26 Administrative Training

Sr#		No	Yes	Total
1	Responses	15	5	20
2	Percentage	75	25	100

Table 4.26 provided the data about administrative training of chairpersons before or after joining the post. According to this data, 66% respondent had not participated in any training while 25% taken administrative training. By utilizing the information given in the table the researchers come to know that majority of chairpersons hadn't received any administrative training.

Table 4.27 Participation in Managerial Course

Sr#		No	Yes	Missing value	Total
1	Responses	11	4	5	20
2	Percentage	55	20	25	100

According to the table 70% of the respondents had not participated in any managerial course. Only 20% of had managerial training while 10% hadn't respond about managerial training. This table also show that majority of chairpersons hadn't participated in any managerial training course while a minor number had participated a managerial training course. 10% hadn't respond against this item

Table 4.28 Type of Training

	Staffing	Financial Management	Strategic Management	Corporate Management	Not Applicable	Total
Responses	0	2	2	0	11	20
Percentage	0	10	10	0	55	100

Table 4.28 illustrate about the type of training received. It shows that 20 % chairpersons received training of staffing, 8% received training about financial management while 5% received training about strategic management. From this table the

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researcher comes to know that most of the chairpersons who had received training, their area of training was Staffing.

Table 4.29 Duration of Course

	Not applicable	Few days	1-3 (Months)	6-9 (Months)	9-12 (Months)	Missing value	Total
Responses	12	4	0	0	0	4	20
Percentage	60	20	0	0	0	20	100

The information about the training was provided in Table 4.29. 20% respondents received training consists on few days, 10% received a training having duration of 1-3 months while 2% hadn't respond about the duration of the training. Table 4.8 shows that the chairpersons who received training, the duration of the most number of trainee was few days, and duration of training received by minimum number was one to three months while no one had received training of four months or above. 3% hadn't written their response.

Table 4.30 Effects of Training

	Not applicable	Not at all	Not Clear	To some Extent	To Great Extent	Total
Responses	12	0	2	3	3	20
Percentage	60	0	10	15	15	100

According to the table 4.30, 10% respondents were not clear about the affects of training on their practices, 5% respondents apply the knowledge and experience of the training in their practices to some extent while 18% respondents apply their knowledge to great extent. From the information given in the table 4.9 researcher come to know that the chairpersons who had received training most of them apply it during their practices to a great extent while a very few number responds that they apply it to some extent.

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Table 4.31 Computer Literacy

Sr#		No	Yes	Total
1	Responses	2	18	20
2	Percentage	10	90	100

Table 4.31 describes the information about the computer literacy. 48% respondents were computer literate while 12% were not. This table reflects that most of the chairpersons were computer literate.

Table 4.32 Competency in Planning

Sr #	Items	Response / % age	Always	Often	Seldom	No Opinion	Never	Total
1	Competency in Planning Objectives	Responses	4	5	4	2	5	20
		%age	20	25	20	10	25	100
2.	Competency in implementing the Planned Instructions	Responses	3	5	2	6	4	20
		%age	15	25	10	30	20	100
3	Competency in Pre Planning a Task	Responses	4	3	6	2	5	20
		%age	20	15	30	10	25	100
4	Meet the Planned Targets Successfully	Responses	6	2	3	5	4	20
		%age	30	10	15	25	20	100

According to the table 4.32, 20% respondent found them always competent to plan the objectives, 25% often plan their objectives proficiently, 20% respondents found themselves able to plan objectives seldom,10% had no opinion about planning the objectives themselves and 25% of them said that they never planned objectives themselves. This table reflects that majority of the chairpersons found them competent in

planning objectives for their departments occasionally. No respondent found him always competent in planning objectives for his department.

It also gives us information about the successful implementation of planned instruction. Only 15% respondents always found them competent in implementing the planned instructions, 25% respondents often found them able to successfully implement the planned instructions 10% respondents seldom found them able to successfully implement the planned instructions while 30% said that they had no opinion about the said question.20% respondents never found them able to successfully implement the planned instructions From the above table researcher can reproduce that minimum number of respondents always found themselves competent in implementing the planned instructions while maximum respondents seldom found them competent for successful implementation of already provided planned instructions.

On the third number it shows the extent levels at which the administrators of examination department think them able to preplan about any task assigned by higher authorities. 20% respondents think that they were always competent, 15% also often competent, 30% seldom competent, 10% had no opinion while 25% found them never competent to preplan any type of task assigned by higher authorities. From the data of this table researcher come to know that majority of the respondents never found them able to pre plan the tasks.

It also reflects that 30% respondents always meet their targets successfully, 10% of the chairpersons often meet their targets successfully, 15% respondents seldom meet their targets successfully, 25% had no opinion about the successful congregation of the targets while 20% never achieve their targets successfully.

Table 4.33 Competency in Communication

Sr #	Items	Response / % age	Always	Often	Seldom	No Opinion	Never	Missing value	Total
1	Effective Use of Interpersonal Skills	Responses	2	5	4	1	3	5	20
		%age	10	25	20	5	15	25	100
2	Effective communication	Responses	3	4	6	3	4	0	20
		%age	15	20	30	15	20	0	100
3	Listen and spontaneously understand the Ideas	Responses	5	3	4	5	1	2	20
		%age	25	15	20	25	5	10	100
4	Feel a communication gap between me and my subordinates/ superiors	Responses	5	1	4	5	2	3	20
		%age	25	5	20	25	10	15	100
5	Feel difficulty in expressing the opinion	Responses	2	3	5	7	3	0	20
		Percentage	10	15	25	35	15	0	100

Table 4.33 represents the information about the competency in communication. The item on serial number one was about the effective use of interpersonal skills. It indicates that 10% respondents always use interpersonal skills effectively, 25% respondents often use interpersonal skills effectively, 20% respondents seldom use interpersonal skills effectively, and 5 % had no opinion about the effective use of interpersonal skills while 15% respondents never used interpersonal skills effectively.

The item on serial number the extent levels of feelings about communication problem by chairpersons of the departments. 15% respondents always feel communication gap between them and their stake holders, 20 % respondents often feel communication gap between them and their stake holders, 30% respondents seldom feel communication gap between them and their stake holders, 15% respondents had no

opinion about communication gap between them and their stake holders and 20% respondents always feel communication gap between them and their stake holders. The item number three of this table shows the extent levels to which the respondent listens and understand the ideas of others. From the figures of this item it was represented that 25% of the sample always listen and spontaneously understand the ideas, 15% of the sample often listen and spontaneously understand the ideas, 20% of the sample seldom listen and spontaneously understand the ideas, 25% of the sample never listen and spontaneously understand the ideas while 5% do not bother this dimension of communication.

The item on serial number 4 represents the measures about the extent levels to which the respondents feel a communication gap with their subordinates and superiors. From the data in above table it was clear that 25% of them always feel a communication gap, 5% of them often feel a communication gap, 20 % of them seldom feel a communication gap, 25% of them had no opinion about communication gap even it was or not while 10% of them never feel a communication gap with their subordinates and superiors.

The item five emphasis on a very important dimension of communication. It provided a very clear picture about the opinions of the respondents that how much confused they were in expressing their opinion. 10% respondents were always feel no difficulty while expressing their opinion, 15% respondents are often feel no difficulty while expressing their opinion, 25% respondents were seldom feel difficulty while expressing their opinion, 35% had no opinion about it and 15% respondents feel that they were never confident while expressing their opinion.

Table 4.34 Decision Making

Sr #	Items	Response / % age	Always	Often	Seldom	No Opinion	Never	Total
1	Competency in Decision Making	Response	2	5	4	1	3	20
		%age	10	25	20	5	15	100
2	Work according to my own Set Priorities	Response	3	4	6	3	4	20
		%age	15	20	30	15	20	100
3	Assign Tasks According to their Abilities	Response	5	3	4	5	1	20
		%age	25	15	20	25	5	100
4	Consultation before making any decision	Response	5	1	4	5	2	20
		%age	25	5	20	25	10	100
5	Examine all relevant information	Response	2	3	5	7	3	20
		%age	10	15	25	35	15	100
6	Make decisions consistent with plans and policies	Response	2	4	5	5	4	20
		%age	10	20	25	25	20	100

The table 4.34 provided information about the different dimensions of decision making. The first item of the table reflects the information about competency in decision making. It was clear from the table that 10% respondents find themselves always competent in decision making, 25% respondents find themselves often competent in decision making, 20% respondents find themselves seldom competent in decision making, 5% respondents do not had any idea about decision making while 15% respondents find themselves never competent in decision making.

The second item signify that to how much extent the respondents work according to his own set priorities. According to the information available in item 2 of the above table 15% respondents always work according to their own set priorities, 20% often work according to their own set priorities, 30% respondents seldom work according to their own set priorities, 15% had no opinion about it while 20% respondents never work according to their own set priorities. The third item was about making write decisions while assigning the tasks to subordinates. It was very important dimension of decision making to assign the tasks according to the capabilities of the persons. From the above information it was clear that 25% respondents always claim that they always assign the tasks according to the capabilities of subordinates, 15% often do this practice, 20% seldom do, 25% had no idea of this dimension and 5% never bother this dimension of decision making during their practices.

The item number four emphasis on consulting with all relevant people before making any decision. It shows that 25% respondents always consult with relevant people before making any decision, 5 % respondents often consult with relevant people before making any decision, 20 % respondents seldom consult with relevant people before making any decision, 25 % do not given any opinion while they consult relevant people or situations before making any decision and 10% respondents never consult with relevant people before making any decision.

After analyzing the item number 5 of the table researcher come to know that 10% respondents said that they always examine all the relevant information before making any decision, 15% often do this practice, 25% seldom perform this action before making any decision, 35 had no opinion about it and 15 % never do this.

The last item of the table was about a very important dimension of decision making that was "to make decisions consistent with policies and plans. After analyzing

the data obtained in response of this item it was clear that 10% respondents always take decisions consistent with policies and plans, 20% respondents often take decisions consistent with policies and plans, 25% respondents seldom take decisions consistent with policies and plans, 25% had no opinion which indicates that a significant number of chairpersons do not give importance to a an essential element of decision making which may cause wrong decisions or failure of the system while 20% respondents never take decisions consistent with policies and plans.

Table 4.35 Problem Solving

Sr #	Items	Responses %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Diagnosing Problems	Responses	3	5	6	5	1	20
1	Diagnosing Problems	%ages	15	25	30	25	5	100
2	Handling Problem	Responses	2	4	5	4	5	20
2	Handling Problem	%ages	10	20	25	20	25	100
3	Situational Analysis	Responses	3	2	4	6	3	20
3	Situational Analysis	%ages	15	10	20	30	15	100
4	Think about all possible solution	Response	4	5	3	1	7	20
4	Think about all possible solution	%ages	20	25	15	5	35	100
5	Consult with team members	Responses	3	5	6	5	1	20
5	Consult with team members	%ages	15	25	30	25	5	100
6	To select the best solution of the Problem	Responses	2	4	5	4	5	20
6	To select the best solution of the Problem	%ages	10	20	25	20	25	100

Table 4.35 provided the picture about the problem solving skills of respondents. It was an essential element of the administration. Problem solving skill plays a key role for successful administration. The basic components of problem solving were distinguishing

a problem, handling a problem, situational analysis, to think about all possible solutions, Consult with team members about the solutions and to select the best option.

The 1st item was about distinguishing a problem. It enlightens about the extent levels of distinguishing a problem. According to the data obtained against this item 15% respondents feel them always competent in diagnosing problem, 25% respondents feel them often competent in diagnosing problem, 30% respondents seldom feel them competent in diagnosing problem, 25% had no opinion about this facet which means they had no idea about diagnosing the problem and despite the fact that 5% respondents feel them never competent in diagnosing problem.

The 2nd item of the table was about a very important aspect of problem solving that was "to handle problem" sensibly. After analyzing the data obtained in response of this item it was clear that 10 % respondents always handle problem sensibly, 20% respondents often handle problem sensibly, 25% respondents seldom handle problem sensibly, 20% had no opinion which indicates that a significant number of chairpersons do not give importance this essential element of problem solving which may cause wrong solution or failure of the system while 25% respondents never handle problems sensibly.

The 3rd item was about situational analysis. It enlightens about the extent levels of situational analysis to think out the possible solutions of a problem. According to the data obtained against this item 15% respondents feel them always competent in situational analysis, 10% respondents were found them often competent in situational analysis, 20% respondents seldom feel them competent in situational analysis, 30% had no opinion regarding to this facet which means they had no idea about situational analysis for problem solving and despite the fact that 15 % respondents feel them never competent in situational analysis.

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The 4th item indicates another important aspect of problem solving that was about all possible solutions which were after situational analysis. After analyzing the data obtained in reaction of this item it was clear that 20% respondents always think about the all possible solutions, 25% respondents often think about the all possible solutions, 15% respondents seldom think about the all possible solutions, 5% had no opinion which indicates that a significant number of respondents do not give importance to a an fundamental element of problem solving which may guide us towards a wrong solution of the problem while 35% respondents never think about the all possible solutions before selecting a solution and after situational analysis.

The item number five was about consulting the situations and possible solutions with other members, while selecting an appropriate solution. It was very imperative to discuss regarding the faced circumstances and feasible ways in which we can resolve the problem. From the above information it was clear that 15% respondents claim that they always discuss, 25% often like to discuss, 30% seldom do, 25% had no opinion about it whereas 5% never bother this element of problem solving during their practices. The last step in problem solving was to select an appropriate solution of the problem. The data of this item make us clear that 10% respondents said that they always choose best solution of the problem, 20% often choose best solution, 25% seldom successful in choosing best solution, 20% had no opinion about it and 25% feel that they never choose best solution.

Table 4.36 Staffing

Sr #	Items	Response / %ages	Always	Often	Seldom	No Opinion	Never	Missing value	Total
1	Proper recruitment criteria	Response	8	6	0	2	0	4	20
		%ages	40	30	0	10	0	20	100
2	Commitment for unbiased appointments	Response	7	6	5	0	0	2	20
		%ages	35	30	25	0	0	10	100
3	Independence in appointing and transferring staff	Response	3	2	4	6	3	2	20
		%ages	15	10	20	30	15	10	100

Table 4.16 was about staffing. To run the administration soundly smoothly the administrator should be very competent in this field. The serial number of the above table provided the data about describing proper recruitment criteria for new appointments. It indicates that 40% respondents always had well set criteria for recruitments, 30% respondents often had a pre described criteria for recruitment and only 10% said that they seldom had pre determined criteria for recruitments and no response was found in favor of never following a pre described criteria for fresh appointments.

Second item was about the commitment of respondents for unbiased appointments. By analyzing the data against this question it was noted that 35% respondents were found always committed for unbiased appointments, 30% found often committed towards unbiased appointments, 25% found seldom committed towards unbiased appointments and no response was found in favor of never showing commitment.

The item on serial number 3rd was about getting a right to appoint and transfer the staff independently. After analyzing the data obtained in response of this item researcher come to know that 15% respondents want to be always independent in appointing and transferring staff, 10% often want to become independent while appointing and transferring staff, 20% seldom wants independence for appointments and transfers, 30% had no opinion about it whereas 15% never wants to be independent for appointments and transfers.

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Table 4.37 Financing

Sr#	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Awareness about financial rule	Responses	5	3	4	5	1	20
		%ages	25	15	20	25	5	100
2	Face problem to control budget	Responses	5	1	4	6	4	20
		%ages	25	5	20	30	20	100
3	Encounter problem in handling accounts	Responses	2	3	5	7	3	20
		%ages	10	.15	25	35	15	100
4	Influence of higher authorities on budget	Responses	5	2	6	4	3	20
		%ages	25	10	30	20	15	100

The table 4.37 was about financing. Proper utilization and allocation of funds was an art. In table 4.37 was about important aspects of financing. The 1st portion of the table provided data about the awareness of financing rules. 25 b% respondents said that they were ever aware of financing rules, 15% often had awareness about financing rules, 20% respondents seldom had awareness about financing rules, and 25% had no opinion about the awareness of financing rules while 5% respondents claimed that they never had awareness about financial rules.

The second item was about the trouble faced by administrators in controlling budget. It was a cumbersome task to control budget and it requires a lot of competency. 25% respondents always feel problem in controlling budget, 5% found often troublesome to control budget, 20% seldom feel difficulty in controlling budget and 20% said that they had no problem to control budget whereas 30% had no opinion about it.

The third item was about encountering the problem in handling accounts. By analyzing the data in serial number 3 researcher come to know that 10% respondents always encounter problem in handling accounts, 15% respondents often encounter

problem in handling accounts, 25% respondents seldom encounter problem in handling accounts, 35% respondents hadn't any opinion about handling accounts and 15% never feel difficulty in handling accounts. It means that 10% respondents feel them competent in handling accounts.

The fourth item describes the extent level to which higher authorities influence the budget. The analysis of obtained data shows that 25% respondents always found the influence of higher authorities on allocation and utilization of budget, 10% often feel this influence, 30% seldom feel the influence of higher authorities on budget, 20% hadn't shown their opinion against this question whereas 15% respondent claimed that they were always independent and never feel influence of higher authorities on budget.

Table 4.38 Appraisal and Evaluation

Sr #	Items	Responses %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Appreciate the subordinates	Responses	5	1	4	5	5	20
		%ages	25	5	20	25	25	100
2	Provide feed back	Responses	2	3	5	7	3	20
		%ages	10	15	25	35	15	100
3	Assessment and evaluation of staff	Responses	5	2	6	4	3	20
		%ages	25	10	30	20	15	100
4	Realistic in writing ACRs	Responses	2	3	5	7	3	20
		%ages	10	15	25	35	15	100

Table 4.38 was about another aspect of administration that was Appraisal and evaluation. The 1st item of the table 4.38 depicted the information about appreciating the subordinates for showing better performance. After analysis of the data against this item it was clear that only 25% respondents always appreciate their subordinates for their better performance, 15% percent respondents often appreciate their subordinates for their better performance which means against this level no response was found, 20% percent

respondents seldom appreciate their subordinates for their better performance, 25% had no opinion about this item and 15% percent respondents never appreciate their subordinates for their better performance.

For smooth functioning of the department it was necessary to provide feedback by the chairpersons. Analysis of the obtained data shows that 10% respondent always like to provide feedback to their subordinates, 15% respondent often like to provide feedback to their subordinates, 25% respondents seldom like to provide feedback to their subordinates, 13% respondent had 35% opinion about providing feedback, and 15% response was found against never providing feedback which means no one committed that he never provide feedback.

The third item was about the assessment and evaluation of the subordinates. This item was a key aspect of staffing because if an administrator was not competent in this area he will not be able to encourage competent members and discourage silly persons. While examining the data in response of this item the researcher come to know that 25% respondents always assess and evaluate their subordinates proficiently, 10% respondents often assess evaluate their staff properly, 30% respondents think that they were seldom able to assess and evaluate their subordinates, 20% hadn't opinion about the assessment and evaluation of the staff and 15% respondents never assess and evaluate the subordinates.

ACRs were considered as an essential component of the service of every employee. It plays an important role for their promotion of an employee therefore most of the employees were very conscious about it. After analyzing the data in response of this item researcher come to know that 10% respondents always use to write annual confidential reports realistically, 15% respondents often use to write annual confidential reports realistically, 25% respondents always use to write annual confidential reports

realistically, 35% shown no opinion about it whereas 15% respondents always use to write annual confidential reports realistically.

Table 4.39 Attitude towards subordinates

Sr #	Items	Responses %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Try to train the subordinates	Responses	2	5	4	1	3	20
		%ages	10	25	20	5	15	100
2	Avoid creating conflicts	Responses	5	3	4	5	3	20
		%ages	25	15	20	25	15	100
3	Cooperate and encourage staff	Responses	5	1	4	5	5	20
		%ages	25	5	20	25	25	100
4	Share the authority	Responses	2	3	5	7	3	20
		%ages	10	15	25	35	15	100
5	Like to Delegate authority	Responses	5	2	6	4	3	20
		%ages	25	10	30	20	15	100
6	welcome to the innovative ideas of the staff	Responses	2	4	5	5	4	20
		%ages	10	20	25	25	20	100

The table 4.39 was about the attitude of administrators with their staff. For increasing the efficiency level of the department and to provide best services, the performance of subordinates play a pivotal role and it may be increased by the heads by training, appreciating their performance, avoiding to create conflicts, cooperating and encouraging, sharing the authority, delegating the authority, greeting their innovative ideas, providing feedback and by realistically writing annual confidential reports etc.

The first item of the table was about training of the subordinates for their professional development. 10% respondents claimed that they always try to groom their subordinates,

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25% respondents claimed that they often try to groom their subordinates, 20% respondents claimed that they seldom try to groom their subordinates, 5 % respondents had no opinion about it, 15% respondents never tried to groom their subordinates.

To avoid creating conflicts among subordinates was also the responsibility of a leader for achieving better services. From the data of second item it was apparent that 25% respondents always try to avoid creating conflicts, 15% respondents often try to avoid creating conflicts, 20% respondents seldom try to avoid creating conflicts, 25% had no opinion about creating conflicts among subordinates and 15% respondents never try to avoid creating conflicts.

Third item shows the extent levels of cooperating and encouraging staff for their better performance. 25% respondents always cooperate and encourage their staff for increasing their efficiency level, 5% respondents often cooperate and encourage their staff for increasing their efficiency level, 20% respondents often cooperate and encourage their staff for increasing their efficiency level, 25% had no opinion cooperate and encourage their staff for increasing their efficiency level, 25% respondents never cooperate and encourage their staff for increasing their efficiency level. 10% respondents always share authority with their subordinates, 15% respondents often share authority with their subordinates, 25% respondents seldom share authority with their subordinates, 35% had no opinion about sharing authority which means they don't bother this dimension and 15% respondents never share authority with their subordinates.

In response of delegating authority the analysis of data against it reveals that 25 respondents like to delegate authority with their subordinates, 10% respondents often like to delegate authority with their subordinates, 30% respondents seldom like to delegate authority with their subordinates, 20% respondents had no opinion to delegate authority

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with their subordinates, while 15% respondents never like to delegate authority with their subordinates.

To provide the services in modern way there should be creativity in all staff members and it will be polished when chairpersons will welcome to their innovative ideas. The analysis of the data against this item depicted that 10% respondents always welcome to the innovative ideas of the staff, 20% respondents often welcome to the innovative ideas of the staff, 25% respondents seldom welcome to the innovative ideas of the staff, 25% respondents had no opinion about it whereas 20% respondents never welcome to the innovative ideas of the staff.

Table 4.40 Prevailing Practices

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Missing value	Total
1	Create friendly environment	Responses	3	4	2	5	4	2	20
		%ages	15	20	10	25	20	10	100
2	Trust on subordinates	Responses	3	2	4	5	3	3	20
		%ages	15	10	20	25	15	15	100
3	Dislike to make social relations	Responses	3	5	6	5	1	0	20
		%ages	15	25	30	25	5	0	100
4	Equally treat subordinates	Responses	2	4	5	4	4	1	20
		%ages	10	20	25	20	20	5	100
5	Use incentives to reinforce the subordinates	Responses	3	2	4	6	3	2	20
		%ages	15	10	20	30	15	10	100

The data in the table 4.40 depicted about the prevailing practices of the administrators. The first item was about the environment of the departments. The

environment of the department is directly proportion to the competence of the workers and chairpersons of the departments were responsible for making the environment of the department. Analysis of the data against this item shows that 15% respondents always try to create friendly environment in their departments, 20% respondents often try to create friendly environment in their departments, 10% respondents seldom try to create friendly environment in their departments, 25% respondents had no opinion about creating friendly environment and 20% respondents never try to create friendly environment in their departments.

Second point was about trusting on subordinates. Analysis of second item shows that 15% respondents always trust on their subordinates, 10% respondents often trust on their subordinates, 20% respondents seldom trust on their subordinates, 25% had no opinion about this item, 15% respondents never trust on their subordinates.

Third item was about disliking or liking about making social relations. The analysis of available data shows that illustrate that 15% respondents always dislike to make social relations with their subordinates, 25% respondents often dislike to make social relations with their subordinates, 30% respondents seldom dislike to make social relations with their subordinates, 25% respondents had no opinion about making social relations with their subordinates, 5% respondents never dislike to make social relations with their subordinates.

It was the demand of all subordinates that their chairperson should treat them equally. By analyzing the responses against this item researcher come to know that 10% respondents always equally treat their subordinates, 20% respondents often equally treat their subordinates, 25% respondents seldom equally treat their subordinates, 20% had no opinion in this regard and 20% respondents equally treat their subordinates.

By using incentives we can reinforce the subordinates and make their services more and more proficient. Due to the most important aspect for provision of best services from the subordinates it was also included in questionnaire. And when responses were analyzed researcher come to know that 15% respondents responded against the always provision of incentives for better performance, 10% respondents often use incentives for better performance, 20% seldom do this practice, 30% hadn't shown any opinion whereas 15% respondents often use incentives for better performance.

Analysis of the data of Dean

Table 4.41 Gender

	Frequency	Percentage
Male	21	84
Female	4	16
Total	25	100

Table 4.41 was about the gender of deans. It shows that 84% Percent deans were men while 16% were women. From this table we conclude that majority of the deans were male.

Table 4.42 Ages

	45 and below	46-50	51-55	56-60	Above than 60	Total
No. of responses	0	2	8	12	3	25
%age	0	8	32	48	12	100

According to the table 4.42 age of no dean was below than 45, 8% of them belonged to age group 46-50, 32% were from age group 51-55, 48% belonged to age group 56-60 and only 12% were from age Group above than 60. Majority of the deans belonged to age group 56-60 and a minor no of deans belonged to age group 46-50.

Table 4.43 Qualifications

Sr. No.		Ph.D	Post Ph.D	Total
1	Responses	9	16	25
2	Percentage	36	64	100

Table 4.43 describes the Qualifications of respondents. According to the table The qualification of 36% was PhD while 64% had Post Doctorate Degree. From the information provided in the table majority of the deans was Ph.D.

Table 4.44 Experience (Years)

Sr#		20 and below	21-25	26-30	31-35	36-40	Total
1	Responses	0	2	5	13	5	25
2	Percentage	0	8	20	52	20	100

This table contains the information about experience of the deans. No one had experience less than 20 years, experience of 8% was between (21-25) years, 20% had experience between 26 to 30 years, 52% had experience from 31 to 35 years and 20% had experience 36-40 years. By analyzing the data of table 4.4 we can say that majority of the chairpersons had experience of 21 to 30 years.

Table 4.45 Administrative Training

Sr#		No	Yes	Missing value	Total
1	Responses	17	6	2	25
2	Percentage	68	24	8	100

Table 4.45 provided the data about administrative training of deans before or after joining the present post. According to this data 68% respondent had not participated in any training while 24% taken administrative training. 8% of the sample did not respond this item. By utilizing the information given in the table the researcher comes to know that majority of the deans hadn't received any administrative training. 8% responses were missing.

Table 4.46 Participation in Managerial Training

Sr#		No	Yes	Missing value	Total
1	Responses	15	4	6	25
2	Percentage	60	16	24	100

According to the table 60% of the respondents had not participated in any managerial course. Only 16% of had managerial training while 24% did not respond about managerial training. This table also show that majority of deans had not participated in any managerial training course while a minor number had participated a managerial training course.

Table 4.47 Type of Training

	Staffing	Financial Management	Strategic Management	Corporate Management	Not Applicable	Total
Responses	3	1	0	0	21	25
%age	12	4	0	0	84	100

Table 4.47 illustrate about the type of training received. It shows that 12 % chairpersons received training of staffing, 4% received training about financial management while no one received training about strategic management or any other. From this table the researcher came to know that most of the deans who had received training, their area of training was Staffing.

Table 4.48 Duration of Course

	Not applicable	Few days	1-3 (Months)	6-9 (Months)	9-12 (Months)	Missing value	Total
Responses	15	3	1	0	0	6	25
Percentage	60	12	4	0	0	24	100

The information about the training was provided in Table 4.48. 12% respondents received training consists on few days, 4% received a training having duration of 1-3

months while 24% had not respond about the duration of the training. Table 4.8 shows that the deans who received training, the duration of the most number of trainee was few days, and duration of training received by minimum number was one to three months while no one had received training of four months or above. 24% hadn't written their response.

Table 4.49 Effects of Training

	Not applicable	Not at all	Not Clear	To some Extent	To Great Extent	Total
Responses	21	0	0	1	3	25
Percentage	84	0	0	4	12	100

According to the table 4.49, 4% respondents applied the knowledge, and experience of the training in their practices to some extent while 12% respondents applied their knowledge to great extent. From the information given in the table 4.9 researcher came to know that the deans who had received training most of them applied it during their practices to a great extent while a very few number responds that they applied it to some extent.

Table 4.50 Computer Literacy

Sr. No.		No	Yes	Total
1	Responses	1	24	25
2	Percentage	4	96	100

Table 4.50 describes the information about the computer literacy. 96% respondents were computer literate while 4% were not. This table reflects that most of the deans were computer literate.

Table 4.51 Competency in Planning

Sr #	Items		Always	Often	Seldom	No Opinion	Never	Total
1	Competency in Planning Objectives	Responses	4	8	2	6	5	25
		%age	16	32	16	24	20	100
2	Competency in implementing the Planned Instructions	Responses	4	5	3	7	6	25
		%age	16	20	12	28	24	100
3	Competency in Pre Planning a Task	Responses	5	.7	4	4	5	25
		%age	20	28	16	16	20	100
4	Meet the Planned Targets Successfully	Responses	6	2	5	7	5	25
		%age	24	8	20	28	20	100

According to the table 4.51, 16% respondent found them always competent to plan the objectives, 32% often plan their objectives, 16% respondents found themselves able to plan objectives seldom, 24% had no opinion about planning the objectives themselves and 20% of them said that they never planned objectives themselves. This table reflects that majority of the deans found them competent in planning objectives for their faculty occasionally. No respondent found him always competent in planning objectives for their faculty.

It also gives us information about the successful implementation of planned instruction. Only 16% respondents always found them competent in implementing the planned instructions, 20% respondents often found them competent in implementing the planned instructions 12% respondents seldom found them able to successfully implement the planned instructions while 28% said that they had no opinion about the said question, 24% respondents never found them competent in implementing the planned instructions. From the above table researcher can reproduce that minimum number of respondents found always found they competent in implementing the planned instructions while

maximum respondents seldom found them competent for successful implementation of already provided planned instructions.

On the third number it shows the extent levels at which the chairpersons place them to preplan about any task assigned by higher authorities. 20% respondents think that they were always competent, 28% also often competent, 16% seldom competent, 16% had no opinion while 20% found them never competent to preplan any type of task assigned by higher authorities. From the data of this table researcher come to know that majority of the respondents never found them able to pre plan the tasks.

It also reflects that 24% respondents always meet their targets successfully, 8% of the chairpersons often meet their targets successfully, 20% respondents seldom meet their targets successfully, and 28% had no opinion about the successful congregation of the targets while 20% never achieve their targets successfully.

Table 4.52 Competency in Communication

Sr #	Items	Responses / Percentage	Always	Often	Seldom	No Opinion	Never	Total
1	Effective Use of Interpersonal Skills.	Responses	4	8	2	6	5	25
		%age	16	32	16	24	20	100
2	Effective communication	Responses	4	5	3	7	6	25
		%age	16	20	12	28	24	100
3	Listen and spontaneously understand the Ideas	Responses	5	7	4	4	5	25
		%age	20	28	16	16	20	100
4	communication gap b/w me and my subordinates/ superiors	Responses	6	2	5	7	5	25
		%age	24	8	20	28	20	100
5	Feel difficulty in expressing the opinion	Responses	3	4	7	2	9	25
		Percentage	12	16	28	8	36	100

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Table 4.52 represents the information about the competency in communication. The item on serial number one was about the effective use of interpersonal skills. It indicates that 16% respondents always use interpersonal skills effectively, 32% respondents often use interpersonal skills effectively, 16% respondents seldom use interpersonal skills effectively, and 24% had no opinion about the effective use of interpersonal skills while 20% respondents never used interpersonal skills effectively. The item on serial number two brought the information about the extent levels of feelings about communication problem by deans of the faculties. 16% respondents always feel communication gap between them and their stake holders, 20 % respondents often feel communication gap between them and their stake holders, 12% respondents seldom feel communication gap between them and their stake holders, 28% respondents had no opinion about communication gap between them and their stake holders and 24% respondents always feel communication gap between them and their stake holders. The item number three of this table shows the extent levels to which the respondent listens and understand the ideas of others. From the figures of this item it was represented that 20% of the sample always listen and spontaneously understand the ideas, 28% of the sample often listen and spontaneously understand the ideas, 16% of the sample seldom listen and spontaneously understand the ideas, 16% of the sample never listen and spontaneously understand the ideas while 20% do not bother this dimension of communication.

The item on serial number 4 represents the measures about the extent levels to which the respondents feel a communication gap with their subordinates and superiors. From the data in above table it was clear that 24% of them always feel a communication gap, 8% of them often feel a communication gap, 20 % of them seldom feel a communication gap, 28% of them had no opinion about communication gap even it was or not while 20% of them never feel a communication gap with their subordinates and superiors.

The item five emphasis on a very important dimension of communication. It provided a very clear picture about the opinions of the respondents that how much confused they were in expressing their opinion 12% people were always feel no difficulty while expressing their opinion, 16% people were often feel no difficulty while expressing their opinion, 28% people were seldom feel difficulty while expressing their opinion, 8% had no opinion about it and 36% people feel that they were never confident while expressing their opinion.

Table 4.53 Decision Making

Sr #	Items	Responses %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Competence in Decision Making	Responses	6	5	3	7	4	25
		%ages	24	20	12	28	16	100
2	Work according to my own Set Priorities	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
3	Assign Tasks According to their Abilities	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
4	Consultation before making any decision	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100
5	Examine all relevant information	Responses	6	2	5	7	5	25
		%ages	24	8	20	28	20	100
6	Make decisions consistent with plans and policies	Responses	4	8	2	6	5	25
		%ages	16	32	16	24	20	100

The table 4.53 provided information about the different dimensions of decision making. The first item of the table reflects the information about competency in decision making. It was clear from the table that 24% respondents find themselves always competent in decision making, 20% respondents find themselves often competent in decision making, 12% respondents find themselves seldom competent in decision making, 28% respondents do not had any idea about decision making while 16% respondents find themselves never competent in decision making.

The second item signify that to how much extent the respondents work according to his own set priorities. According to the information available in item 2 of the above table 12% respondents always work according to their own set priorities, 20% often work

according to their own set priorities, 32% respondents seldom work according to their own set priorities, 24% had no opinion about it while 12% respondents never work according to their own set priorities.

The third item was about making write decisions while assigning the tasks to subordinates. It was very important dimension of decision making to assign the tasks according to the capabilities of the persons. From the above information it was clear that 16% respondents always claim that they always assign the tasks according to the capabilities of subordinates, 20% often do this practice, 12% seldom do, 28% had no idea of this dimension and 24% never bother this dimension of decision making during their practices.

The item four emphasis on consulting with all relevant people before making any decision. It shows that 20% respondents always consult with relevant people before making any decision, 28 % respondents often consult with relevant people before making any decision, 16 % respondents seldom consult with relevant people before making any decision, 16 % do not given any opinion while they consult relevant people or situations before making any decision and 20% respondents never consult with relevant people before making any decision,

After analyzing the item number 5 of the table researcher come to know that 24% respondents said that they always examine all the relevant information before making any decision, 8% often do this practice, 20% seldom perform this action before making any decision, 28 % had no opinion about this point and 20% never do this.

The sixth item signify the extent levels to which the respondents work according to their own set priorities. According to the given data 12% respondents always work according to their own set priorities, 16% often do the tasks according to their own set priorities, 28% respondents occasionally do the works according to their own set priorities, 8% Had

no opinion to set priorities and work accordingly while 36% clearly responded that they never performed this practice.

The last item of the table was about a very important dimension of decision making that was "to make decisions consistent with policies and plans. After analyzing the data obtained in response of this item it was clear that 16% respondents always take decisions consistent with policies and plans, 32% respondents often take decisions consistent with policies and plans, 16% respondents seldom take decisions consistent with policies and plans, 24% had no opinion which indicates that a significant number of chairpersons do not give importance to a an essential element of decision making which may cause wrong decisions or failure of the system while 20% respondents never take decisions consistent with policies and plans.

Table 4.54 Problem Solving

Sr #	Items	Responses %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Diagnosing Problems	Responses	6	5	3	7	4	25
		%ages	24	20	12	28	16	100
2	Handling Problem	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
3	Situational Analysis	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
4	Think about all possible solution	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100
5	Consult with team members	Responses	8	5	3	6	3	25
		%ages	32	20	12	24	12	100
6	To select the best solution of the Problem	Responses	4	7	3	5	6	25
		%ages	16	28	12	20	24	100

Table 4.54 provided the picture about the problem solving skills of respondents. It was an essential element of the administration. Problem solving skill plays a key role for successful administration. The basic components of problem solving were distinguishing a problem, handling a problem, situational analysis; to think about all possible solutions, consult with team members about the solutions and to select the best option.

The 1st item was about distinguishing a problem. It enlightens about the extent levels of distinguishing a problem. According to the data obtained against this item 24% respondents feel them always competent in diagnosing problem, 20% respondents feel them often competent in diagnosing problem, 12% respondents seldom feel them competent in diagnosing problem, 18% had no opinion about this facet which means they had no idea about diagnosing the problem and despite the fact that 16% respondents feel them never competent in diagnosing problem.

The 2nd item of the table was about a very important aspect of problem solving that was " to handle problem" sensibly . After analyzing the data obtained in response of this item it was clear that 12 % respondents always handle problem sensibly, 20% respondents often handle problem sensibly, 32% respondents seldom handle problem sensibly, 24% had no opinion which indicates that a significant number of chairpersons do not give importance this essential element of problem solving which may cause wrong solution or failure of the system while 12% respondents never handle problems sensibly.

The 3rd item was about situational analysis. It enlightens about the extent levels of situational analysis to think out the possible solutions of a problem. According to the data obtained against this item 16% respondents feel them always competent in situational analysis, 20% respondents were found them often competent in situational analysis, 12% respondents seldom feel them competent in situational analysis, 28% had no opinion regarding to this facet which means they had no idea about situational analysis for

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problem solving and despite the fact that 24 % respondents feel them never competent in situational analysis.

The 4th item of indicates another important aspect of problem solving that was think about all possible solutions which was after situational analysis. After analyzing the data obtained in reaction of this item it was clear that 20% respondents always think about the all possible solutions, 28% respondents often think about the all possible solutions, 16% respondents seldom think about the all possible solutions, 16% had no opinion which indicates that a significant number of respondents do not give importance to a an fundamental element of problem solving which may guide us towards a wrong solution of the problem while 20% respondents never think about the all possible solutions before selecting a solution and after situational analysis.

The item number five was about consulting the situations and possible solutions with other members, while selecting an appropriate solution. It was very imperative to discuss regarding the faced circumstances and feasible ways in which we can resolve the problem. From the above information it was clear that 32% respondents claim that they always discuss , 20% often like to discuss, 12% seldom do 24% had no opinion about it and 12% never bother this element of problem solving during their practices.

The last step in problem solving was to select an appropriate solution of the problem. The data of this item make us clear that 16% respondents said that they always choose best solution of the problem, 28% often choose best solution, 12% seldom successful in choosing best solution, 20% had no opinion about it and 24% feel that they never choose best solution.

Table 4.55 Staffing

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Proper recruitment criteria	Responses	15	8	2	0	0	25
		%ages	60	32	8	0	0	100
2	Commitment for unbiased appointments	Responses	10	9	3	1	2	25
		%ages	40	36	12	4	8	100
3	Independence in appointing & transferring staff	Responses	8	5	3	6	3	25
		%ages	32	20	12	24	12	100

Table 4.55 was about staffing. To run the administration soundly smoothly the administrator should be very competent in this field. The serial number of the above table provided the data about describing proper recruitment criteria for new appointments. It indicates that 60% respondents always had well set criteria for recruitments, 32% respondents often had a pre described criteria for recruitment and only 8% said that they seldom had pre determined criteria for recruitments and no response was found in favor of never following a pre described criteria for fresh appointments.

Second item was about the commitment of chairpersons for unbiased appointments. By analyzing the data against this question it was noted that 40% chairpersons were found always committed for unbiased appointments, 36% found often committed towards unbiased appointments,12% found seldom committed towards unbiased appointments, 4% had no opinion about this point and 8% response was found in favor of never showing commitment.

The item on serial number 3rd was about giving a right to the chairpersons to appoint and transfer the staff independently. After analyzing the data obtained in response of this item researcher come to know that 32% respondents want to be always independent in appointing and transferring staff, 20% often want to become independent while appointing and transferring staff, 12% seldom wants independence for appointments and transfers, 24% had no opinion about it whereas 12% never wants to be independent for appointments and transfers.

Table 4.56 Financing

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Awareness about financial rule	Responses	6	5	3	7	4	25
		%ages	24	20	12	28	16	100
2	Face problem to control budget	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
3	Encounter problem in handling accounts	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
4	Influence of higher authorities on budget	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100

The table 4.56 was about financing. Proper utilization and allocation of funds was an art. In table 4.56 the was about important aspects of financing. The 1st portion of the table provided data about the awareness of financing rules. 24% respondents said that they were ever aware of financing rules, 20% often had awareness about financing rules, 12% respondents seldom had awareness about financing rules, and 18% had no opinion about

the awareness of financing rules while 16% respondents claimed that they never had awareness about financial rules.

The second item was about the trouble faced by administrators in controlling budget. It was a cumbersome task to control budget and it requires a lot of competency. 12% respondents always feel problem in controlling budget, 20% found often troublesome to control budget, 32% seldom feel difficulty in controlling budget, 12% had no opinion and 24% said that they had no problem to control budget.

The third item was about encountering the problem in handling accounts. By analyzing the data in serial number 3 researcher come to know that 16% respondents always encounter problem in handling accounts, 20% respondents often encounter problem in handling accounts, 12% respondents seldom encounter problem in handling accounts, 28% respondents hadn't any opinion about handling accounts and 24% never feel difficulty in handling accounts.

The fourth item describes the extent level to which higher authorities influence the budget. The analysis of obtained data shows that 20% respondents always found the influence of higher authorities on allocation and utilization of budget, 28% often feel this influence, 16% seldom feel the influence of higher authorities on budget, 16% hadn't shown their opinion against this question whereas 20% respondent claimed that they were always independent and never feel influence of higher authorities on budget.

Table 4.57 Appraisal and Evaluation

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Appreciate the subordinates	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
2	Provide feed back	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
3	Assessment and evaluation of staff	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100
4	Realistic in writing ACRs	Responses	6	2	5	7	5	25
		%ages	24	8	20	28	20	100

Table 4.57 was about another aspect of administration that was Appraisal and evaluation. The 1st item of the table 4.57 depicted the information about appreciating the subordinates for showing better performance. After analysis of the data against this item it was clear that only 12% respondents always appreciate their subordinates for their better performance, 20% percent respondents often appreciate their subordinates for their better performance which means against this level no response was found, 32% percent respondents seldom appreciate their subordinates for their better performance, 24% had no opinion about this item and 12% percent respondents never appreciate their subordinates for their better performance.

The 2nd item was about the assessment and evaluation of the subordinates. This item was a key aspect of staffing because if a dean was not competent in this area he will not be able to encourage competent members and discourage silly persons. While examining the data in response of this item the researcher come to know that 16% respondents always assess and evaluate their subordinates proficiently, 20% respondents often assess evaluate their staff properly, 12% respondents think that they were seldom able to assess and

evaluate their subordinates, 28% had no opinion about the assessment and evaluation of the staff and 24% respondents never assess and evaluate the subordinates.

For smooth functioning of the department it was necessary to provide feedback by the chairpersons. Analysis of the obtained data shows that 20 respondent always like to provide feedback to their subordinates, 28% respondent often like to provide feedback to their subordinates, 16% respondents seldom like to provide feedback to their subordinates, 16% respondent had no opinion about providing feedback, and 20% response was found against never providing feedback which means no one committed that he never provide feedback.

ACRs were considered as an essential component of the service of every employee. It plays an important role for their promotion therefore most of the employees were very conscious about it. After analyzing the data in response of this item researcher come to know that 24% respondents always use to write annual confidential reports realistically, 8% respondents often use to write annual confidential reports realistically, 20% respondents always use to write annual confidential reports realistically, 28% shown no opinion about it whereas 20% respondents always use to write annual confidential reports realistically.

Table 4.58 Attitude towards subordinates

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Try to train the subordinates	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
2	Appreciate the subordinates	Responses	6	2	5	7	5	25
		%ages	24	8	20	28	20	100
3	Avoid creating conflicts	Responses	6	5	3	7	4	25
		%ages	24	20	12	28	16	100
4	Cooperate and encourage staff	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
5	Share the authority	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
6	Like to Delegate authority	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100
7	welcome to the innovative ideas of the staff	Responses	6	2	5	7	5	25
		%ages	24	8	20	28	20	100

The table 4.58 was about the attitude of administrators with their staff. For increasing the efficiency level of the department and to provide best services, the performance of subordinates play a pivotal role and it may be increased by the heads by training, appreciating their performance, avoiding to create conflicts, cooperating and encouraging, sharing the authority, delegating the authority, greeting their innovative ideas, providing feedback and by realistically writing annual confidential reports etc.

The first item of the table was about training of the subordinates for their professional development. 12% respondents claimed that they always try to groom their subordinates, 20% respondents claimed that they often try to groom their subordinates, 32%

respondents claimed that they seldom try to groom their subordinates, 24% respondents had no opinion about it , 12% respondents never tried to groom their subordinates.

To avoid creating conflicts among subordinates was also the responsibility of chairpersons for achieving better services. From the data of third item it was apparent that 24% respondents always try to avoid creating conflicts, 20% respondents often try to avoid creating conflicts, 12% respondents seldom try to avoid creating conflicts, 28% had no opinion about creating conflicts among subordinates, and 16% respondents never try to avoid creating conflicts.

Fourth item shows the extent levels of cooperating and encouraging staff for their better performance. 12% respondents always cooperate and encourage their staff for increasing their efficiency level, 20% respondents often cooperate and encourage their staff for increasing their efficiency level, 32% respondents often cooperate and encourage their staff for increasing their efficiency level, 24% had no opinion cooperate and encourage their staff for increasing their efficiency level, 12% respondents never cooperate and encourage their staff for increasing their efficiency level.

16% respondents always share authority with their subordinates, 20% respondents often share authority with their subordinates,12% respondents seldom share authority with their subordinates, 28% had no opinion about sharing authority which means they don't bother this dimension and 24% respondents never share authority with their subordinates.

In response of delegating authority the analysis of data against it reveals that 20 respondents like to delegate authority with their subordinates, 28% respondents often like to delegate authority with their subordinates, 16% respondents seldom like to delegate authority with their subordinates, 16% respondents had no opinion to delegate authority with their subordinates, while 20% respondents never like to delegate authority with their subordinates.

To provide the services in modern way there should be creativity in all staff members and it will be polished when chairpersons will welcome to their innovative ideas. The analysis of the data against this item depicted that 24% respondents always welcome to the innovative ideas of the staff, 8% respondents often welcome to the innovative ideas of the staff, 20% respondents seldom welcome to the innovative ideas of the staff, 28% respondents had no opinion about it whereas 20% respondents never welcome to the innovative ideas of the staff.

Table 4.59 Prevailing Practices

Sr #	Items	Response %ages	Always	Often	Seldom	No Opinion	Never	Total
1	Create friendly environment	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
2	Trust on subordinates	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
3	Dislike to make social relations	Responses	6	5	3	7	4	25
		%ages	24	20	12	28	16	100
4	Equally treat subordinates	Responses	3	5	8	6	3	25
		%ages	12	20	32	24	12	100
5	Use incentives to reinforce the subordinates	Responses	4	5	3	7	6	25
		%ages	16	20	12	28	24	100
6	Want the training of staff to increase the proficiency of using computer	Responses	5	7	4	4	5	25
		%ages	20	28	16	16	20	100

The data in the table 4.59 depicted about the prevailing practices of the administrators. The first item was about the environment of the departments. The environment of the department was directly proportion to the competence of the workers and chairpersons of

the departments were responsible for making the environment of the department. Analysis of the data against this item shows that 12% respondents always try to create friendly environment in their departments, 20% respondents often try to create friendly environment in their departments, 32% respondents seldom try to create friendly environment in their departments, 24% respondents had no opinion about creating friendly environment and 12% respondents never try to create friendly environment in their departments.

Second point was about trusting on subordinates. Analysis of second item shows that 16% respondents always trust on their subordinates, 20% respondents often trust on their subordinates, 12% respondents seldom trust on their subordinates, 28% had no opinion about this item, 24% respondents never trust on their subordinates.

Third item was about disliking or liking about making social relations. The analysis of available data shows that illustrate that 24% respondents always dislike to make social relations with their subordinates, 20% respondents often dislike to make social relations with their subordinates, 12% respondents seldom dislike to make social relations with their subordinates, 28% respondents had no opinion about making social relations with their subordinates, 16% respondents never dislike to make social relations with their subordinates.

It was the demand of all subordinates that their boss should treat them equally. By analyzing the responses against this item researcher come to know that 12% respondents always equally treat their subordinates, 20% respondents often equally treat their subordinates, 32% respondents seldom equally treat their subordinates, 24% had no opinion in this regard and 12% respondents equally treat their subordinates.

By using incentives we can reinforce the subordinates and make their services more and more proficient. Due to the most important aspect for provision of best services from the

subordinates it was also included in questionnaire. And when responses were analyzed researcher come to know that 16 deans respond against the always provision of incentives for better performance, 20% respondents often use incentives for better performance, 12% do this practice, 28% hadn't shown any opinion whereas 24% respondents often use incentives for better performance.

CHAPTER 5

Summary, Findings and Recommendations

5.1 Summary

The present study aimed at analyzing the training needs of educational administrators at universities. In every educational institution universities were considered as most imperative because only the cream of society comes to this level, just universities were the place which bring for researches, develop and create new knowledge and bring up leaders, administrators, managers etc. Because of such considerable responsibilities the functioning of universities should be very proficient and smooth and active and to get dynamic services from universities there should be dynamic administration. And to make the administration active it will require active, trained and committed administrators. University administration consists of vice chancellor, registrar, treasurer, director admission, director or controller of examination, director student's affair, director quality enhancement cell, deans of faculties, heads of departments etc. If they were trained and had strong managerial skills then they can accelerate the process of administration and can manage everything in better way.

The advancement and growth of a country depends upon its quality of all education levels in general and higher education in particular. It was thus expected from the university administrators that they should congregate the needs and aspirations of society and individual. For acquiring the top level competency the professional training for administrators was indispensable. Another reality was that Pakistan, being developing country cannot afford the expenditure for more and more time of the same task which flops because of poor management and untrained administrators. Keeping in view the above mentioned connotation and significance of the training of administrators at university level the researcher conducted this research to analyze the training needs of

educational administration at university level. Present research was therefore a descriptive type of research. The main objective of the study was to identify the administrative needs of educational administrators of universities, to investigate the problems and difficulties faced by educational administration at university level and to collect information about present practices of administrators.

The study was delimited to deans, heads of departments and controller of examinations of public universities of federal area having formal system of education. Sample size of the study was 105 among which 25 were deans, 60 were heads of departments and 20 were controller of examination. Questionnaire was designed in order to collect the required data and information on variables of interest pertaining to the all dimensions of administration. Data was collected by personal visits of researcher to the targeted sample which was analyzed using SPSS 16, for obtaining descriptive statistic and percentage.

5.2 Findings

1. The results of this study showed that 66% chairpersons, 55% controllers of examinations and 68% deans hadn't received any type of training or joined any managerial course before or after joining the current position.

2. 40% chairpersons, 50% controllers of examinations and 53% deans were found less proficient in planning according to the results of the study. Most of them were found weaker especially in pre planning the tasks and meeting their set out targets. Some were also weak in implementation of planed instruction but majority lacks in preplanning and meeting their setout targets.

3. 45% chairpersons, 41% controllers of examinations and 44% deans feel a communication gap between them and their stake holders. The weakest aspects of administrators in the field of communication were a difficulty in expressing their

opinion. Especially the administrators from the examination department feel a problem in use of interpersonal skills.

4. While analyzing the data against the decision making skills of the administrators it was clear that the decision making power of the administrators was not strong. 39% chairpersons, 45% controllers of examinations and 44% were encountering problem to make decisions consistent with policies and plans.

5. Problem solving skill of the administrators was also found weak. According to the data 43% chairpersons, 46% deans feel difficulty to diagnose the problems. Main stream of them (40% Chairperson, 45%COEs and 52% deans) was not capable of making right situational analysis.

6. After analyzing the data of staffing, no gap was found and administrators found competent (67% Chairperson, 70% COEs and 90% deans) in all dimensions of staffing.

7. Analysis of the data depicted that 44% Chairperson, 50% of COEs and 44% of deans were not aware from financial rules. They also face problem to control budget. encounter difficulty in handling accounts which was very pathetic for themselves and their organization.

8. 13% chairpersons, 25% controller of examination and 20% deans appreciate their subordinates on their better performance but maximum of them was lacking the element of appreciation in their practices. A minute trend of assessing and evaluating the performance of subordinates was found in the practices of administrators. Majority of them were found realistic in writing ACRs of their subordinates.

9. For looking the prevailing practices of the subordinates their attitude towards their subordinates was also included in questionnaire. The data reveals that Majority of

them (18% Chairperson, 20% COEs and 24% deans)do not welcome the innovative ideas of their subordinates which was very discouraging practice.

5.3 Conclusions

Following conclusions were drawn on the basis of findings of the study:

1. The results of this study showed that most of the controllers, all deans and Chairpersons of the departments were basically academicians and hadn't received any type of training or joined any managerial course before or after joining the current position.

2. Majority of the administrators were found less proficient in planning according to the results of the study. Most of them were found weaker especially in pre planning the tasks and meeting their set out targets. Some were also weak in implementation of planed instruction but majority lacks in preplanning and meeting their setout targets.

3. Majority of the administrators feel a communication gap between them and their stake holders. The weakest aspects of administrators in the field of communication were a difficulty in expressing their opinion. Especially the administrators from the examination department feel problem in use of interpersonal skills.

4. While analyzing the data against the decision making skills of the administrators it was clear that the decision making power of the administrators was not strong. Particularly majority were seemed unable to make decisions consistent with policies and plans.

5. Problem solving skill of the administrators was also a part of questionnaire. According to it majority of the administrators was found unable to diagnose the

problems. Main stream of them was not capable of making right situational analysis.

6. After analyzing the data of staffing their were found no gap and administrators found competent in all dimensions of staffing.

7. Analysis of the data depicted that maximum number of administrators were not aware from financial rules. They also face problem to control budget. Majority encounter difficulty in handling accounts which was very pathetic for themselves and their organization.

8. A very few administrators appreciate their subordinates on their better performance but maximum of them was lacking the element of appreciation in their practices. No trend of assessing and evaluating the performance of subordinates was found in the practices of administrators. Majority of them were found realistic in writing ACRs of their subordinates.

9. For looking the prevailing practices of the subordinates their attitude towards their subordinates was also included in questionnaire. The data reveals that minimum number of administrators trains their subordinates for their professional development and majority does not bother this important aspect. Majority of them do not welcome the innovative ideas of their subordinates which was very discouraging practice.

10. Friendly environment works as a catalyst for increasing the efficiency level of the employees. Least number of administrators create friendly environment for their subordinates. The data depicted that majority do not use the incentives for reinforcing the subordinates.

5.4 Recommendations

On the basis of the findings of this research following recommendations were made.

1. All administrators feel a gap in different dimensions of administration. So a professional administrative training may be prerequisite for all higher order administrative posts.

2. According to this study the administrators need training in the area of planning. Special training programs may be designed by higher education commission which should cover all dimensions of planning.

3. Administrators were found weaker in other areas of administrations such as communication, decision making, problem solving and staffing. It means that they also need training in all these areas.

4. Administrators are the leading agents in the institutions and people on such positions should appraise, monitor and evaluate the work by his subordinates. The data reveals that all three types of administrators especially the deans should make it a part of their practices.

5.5 Further Researches

1. In this research the researcher included only deans, Chairperson and controllers of examinations in sample because of the educational scope, time and resource constraints. It is recommended that further studies may be done on this topic including all higher order administrators in sample it should also take the administrators from all Pakistan for getting more and more generalized results. And on the basis of this research a training model should be developed for the training of administrators.

2. Training needs analysis of each type of administrators of universities may be made independently in detail. Further the private sector universities should also be included in such types of research.

3. In non formal system universities, there is strong role of administrators in progress of the institution. Such type of study should be conducted separately for non formal system universities.

4. There might be designed a comprehensive training program for the administrators covering all dimensions of administration. It may also be designed in a form of series on each dimension.

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Appendix A

QUESTIONNAIRE FOR DEANS

Personal Information

1. Name _____

2. Gender _____

3. Age _____

4. Name of Institution _____

5. Year of joining the present position _____

Qualification

6. Academic Qualification (Please mention highest degree) _____

7. Professional Qualification _____

Experience

8. Teaching Experience _____ Years

9. Administrative Experience _____ Years

10. Total Experience ------------------------------ Years

11. Did you receive administrative training before joining the present position?

☐ Yes   ☐ No

11.1 Duration of the training (in Months) you received (please tick the relevant box)

Few days	1-3 (Months)	6- 9 (Months)	9-12 (Months)

12. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

13. To what extent the training you received has added knowledge about my job.

☐ To great extent   ☐ To some extent   ☐ Not clear

14. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

14.1 If yes, then please fill the following.

Sr. No	Name of the course	Name of Institution	Duration

15. Are you computer literate?   ☐ Yes   ☐ No

Please read each of the following statements carefully. Then indicate the extent to which these statements reflect your practices and behavior.

Sr. No.	Statements	Always	Often	Occasionally	Seldom	Never
17	**Planning**					
17.1	I plan the objectives myself for my faculty.					
17.2	I implement the planned instructions received from higher authorities' successfully.					
17.3	I feel myself capable of preplanning the tasks.					
17.4	I meet the targets set out in the plan.					
18	**Communication**					
18.1	I use interpersonal skills effectively.					
18.2	I feel myself capable to communicate with my subordinates effectively.					
18.3	I listen, and understand the ideas spontaneously.					
19	**Decision Making**					
19.1	I work according to my own set priorities.					
19.2	I assign task according to their abilities.					
19.3	I feel myself competent in decision making.					
19.4	I consult the other members of my organization before taking a decision.					
19.5	I make the decisions consistent with plans and policies of my organization.					
19.6	I like to examine all relevant information before making any decision.					
20	**Problem Solving**					
20.1	I face difficulty in diagnosing problem.					
20.2	I feel myself capable of handling problem.					
20.3	I feel myself competent in making situational analysis.					
20.4	I think about all possible solutions before making a decision					
20.5	I consult about the problem and its solutions with all team members.					
20.6	I succeed in selecting the best solution.					
21	**Staffing**					
21.1	I follow proper recruitment criteria for new appointments.					
21.1	I make myself committed for unbiased appointments.					
21.2	I want to be independent in appointing and transferring staff.					
22	**Financing**					

Sr. No.	Statements	Always	Often	Occasionally	Seldom	Never
22.1	I have awareness about the financial rules about my institution.					
22.2	I face problems to control budget.					
22.3	I encounter problem in handling accounts.					
22.4	I feel the influence of higher authorities on budget.					
23	**Appraising Monitoring and evaluating**					
23.1	I like to assess and evaluate the performance of my staff					
23.2	I like to provide feedback.					
23.3	I appreciate the subordinates on their better performance.					
23.4	I realistically write the ACRs of my subordinates.					
24	**Attitude of Administrators During their Services**					
24.1	I avoid creating conflicts and confrontation with my colleagues.					
24.2	I like to train my subordinates for their professional development.					
24.3	I cooperate and encourage staff.					
24.4	I share the authority with subordinates for the betterment of my organization.					
24.5	I delegate authority to lower formation for timely completion of task.					
24.6	I warmly welcome the innovative ideas of my subordinates.					
25	**Prevailing Practices of Administrators**					
25.1	I create friendly environment in my department.					
25.2	I trust my subordinates.					
25.3	I equally treat all people under my control.					
25.4	I dislike making social relations to my subordinates.					
25.5	I use incentives to reinforce the subordinates.					
25.6	I want the computer training workshops for my staff to increase the proficiency of using computer.					

Appendix B

QUESTIONNAIRE FOR CONTROLLERS OF EXAMINATIONS

Personal Information

16. Name _____

17. Gender _____

18. Age _____

19. Designation _____

20. Name of Institution _____

21. Year of joining the present position _____

Qualification

22. Academic Qualification (Please mention highest degree) _____

23. Professional Qualification _____

Experience

24. Teaching Experience _____ Years

25. Administrative Experience _____ Years

26. Total Experience ------------------------------- Years

27. Did you receive administrative training before joining the present position?

☐ Yes   ☐ No

27.1 Duration of the training (in Months) you received (please tick the relevant box)

Few days	1-3 (Months)	6- 9 (Months)	9-12 (Months)

28. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

29. To what extent the training you received has added knowledge about your job.

☐ To great extent   ☐ To some extent   ☐ Not clear

30. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

15.1 If yes, then please fill the following.

Sr. No	Name of the course	Name of Institution	Duration

31. Are you computer literate? ☐ Yes   ☐ No

Please read each of the following statements carefully. Then indicate the extent to which these statements reflect your practices and behavior.

| 1 | **Always** | 2 | **Often** | 3 | **Occasionally** | 4 | **Seldom** | 5 | **Never** |

Sr #	Statements	Always	Often	Occasionally	Seldom	Never
17	**Planning**					
17.1	I plan the objectives myself for my section.					
17.2	I implement the planned instructions received from higher authorities' successfully.					
17.3	I feel myself capable of preplanning the tasks.					
17.4	I meet the targets set out in the plan.					
18	**Communication**					
18.1	I use interpersonal skills effectively.					
18.2	I feel myself capable to communicate with my subordinates effectively.					
18.3	I listen, and understand the ideas spontaneously.					
19	**Decision Making**					
19.1	I work according to my own set priorities.					
19.2	I assign task according to their abilities.					
19.3	I feel myself competent in decision making.					
19.4	I consult the other members of my organization before taking a decision.					
19.5	I make the decisions consistent with plans and policies of my organization.					
19.6	I like to examine all relevant information before making any decision.					
20	**Problem Solving**					
20.1	I face difficulty in diagnosing problem.					
20.2	I feel myself capable of handling problem.					
20.3	I feel myself competent in making situational analysis.					
20.4	I think about all possible solutions before making a decision					
20.5	I consult about the problem and its solutions with all team members.					
20.6	I succeed in selecting the best solution.					
21	**Staffing**					
21.1	I follow proper recruitment criteria for new appointments.					
21.1	I make myself committed for unbiased appointments.					

Sr #	Statements	Always	Often	Occasionally	Seldom	Never
21.2	I want to be independent in appointing and transferring staff.					
22	**Financing**					
22.1	I have awareness about the financial rules of my institution.					
22.2	I face problems to control budget.					
22.3	I encounter problem in handling accounts.					
22.4	I feel the influence of higher authorities on budget.					
23	**Appraising Monitoring and evaluating**					
23.1	I like to assess and evaluate the performance of my staff					
23.2	I like to provide feedback.					
23.3	I appreciate the subordinates on their better performance.					
23.4	I realistically write the ACRs of my subordinates.					
24	**Attitude of Administrators During their Services**					
24.1	I avoid creating conflicts and confrontation with my colleagues.					
24.2	I like to train my subordinates for their professional development.					
24.3	I cooperate and encourage staff.					
24.4	I share the authority with subordinates for the betterment of my organization.					
24.5	I delegate authority to lower formation for timely completion of task.					
24.6	I warmly welcome the innovative ideas of my subordinates.					
25	**Prevailing Practices of Administrators**					
25.1	I create friendly environment in my department.					
25.2	I trust my subordinates.					
25.3	I equally treat all people under my control.					
25.4	I dislike making social relations to my subordinates.					
25.5	I use incentives to reinforce the subordinates.					
25.6	I want the computer training workshops for my staff to increase the proficiency of using computer.					

Appendix C

Appendix C

QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

Personal Information

32. Name _____

33. Gender _____

34. Age _____

35. Designation_____

36. Name of Institution_____

37. Year of joining the present position _____

Qualification

38. Academic Qualification (Please mention highest degree) _____

39. Professional Qualification _____

Experience

40. Teaching Experience _____ Years

41. Administrative Experience _____ Years

42. Total Experience --------------------------------- Years

43. Did you receive administrative training before joining the present position?

☐ Yes   ☐ No

43.1 Duration of the training (in Months) you received (please tick the relevant box)

Few days	1-3 (Months)	6- 9 (Months)	9-12 (Months)

44. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

45. To what extent the training you received has added knowledge about your job.

☐ To great extent   ☐ To some extent   ☐ Not clear

46. Have you participated in any Management Course after joining the present position?

☐ Yes   ☐ No

15.1 If yes, then please fill the following.

Sr. No	Name of the course	Name of Institution	Duration

47. Are you computer literate? ☐ Yes ☐ No

Please read each of the following statements carefully. Then indicate the extent to which these statements reflect your practices and behavior.

1 **Always** 2 **Often** 3 **Occasionally** 4 **Seldom** 5 **Never**

Sr #	Statements	Always	Often	Occasionally	Seldom	Never
17	**Planning**					
17.1	I plan the objectives myself for my department.					
17.2	I implement the planned instructions received from higher authorities' successfully.					
17.3	I feel myself capable of preplanning the tasks.					
17.4	I meet the targets set out in the plan.					
18	**Communication**					
18.1	I use interpersonal skills effectively.					
18.2	I feel myself capable to communicate with my subordinates effectively.					
18.3	I listen, and understand the ideas spontaneously.					
19	**Decision Making**					
19.1	I work according to my own set priorities.					
19.2	I assign task according to their abilities.					
19.3	I feel myself competent in decision making.					
19.4	I consult the other members of my organization before taking a decision.					
19.5	I make the decisions consistent with plans and policies of my organization.					
19.6	I like to examine all relevant information before making any decision.					
20	**Problem Solving**					
20.1	I face difficulty in diagnosing problem.					
20.2	I feel myself capable of handling problem.					
20.3	I feel myself competent in making situational analysis.					
20.4	I think about all possible solutions before making a decision					
20.5	I consult about the problem and its solutions with all team members.					
20.6	I succeed in selecting the best solution.					
21	**Staffing**					
21.1	I follow proper recruitment criteria for new appointments.					
21.1	I make myself committed for unbiased appointments.					
21.2	I want to be independent in appointing and transferring.					

Sr #	Statements	Always	Often	Occasionally	Seldom	Never
	staff.					
22	**Financing**					
22.1	I have awareness about the financial rules about my institution.					
22.2	I face problems to control budget.					
22.3	I encounter problem in handling accounts.					
22.4	I feel the influence of higher authorities on budget.					
23	**Appraising Monitoring and evaluating**					
23.1	I like to assess and evaluate the performance of my staff					
23.2	I like to provide feedback.					
23.3	I appreciate the subordinates on their better performance.					
23.4	I realistically write the ACRs of my subordinates.					
24	**Attitude of Administrators During their Services**					
24.1	I avoid creating conflicts and confrontation with my colleagues.					
24.2	I like to train my subordinates for their professional development.					
24.3	I cooperate and encourage staff.					
24.4	I share the authority with subordinates for the betterment of my organization.					
24.5	I delegate authority to lower formation for timely completion of task.					
24.6	I warmly welcome the innovative ideas of my subordinates.					
25	**Prevailing Practices of Administrators**					
25.1	I create friendly environment in my department.					
25.2	I trust my subordinates.					
25.3	I equally treat all people under my control.					
25.4	I dislike making social relations to my subordinates.					
25.5	I use incentives to reinforce the subordinates.					
25.6	I want the computer training workshops for my staff to increase the proficiency of using computer.					

Appendix D

1. Dr. Rahat Hussain Bukhari
   Director Computer Center
   Quaid-i-Azam University Islamabad

2. Dr. A.R Saghir
   Professor, Education Department
   International Islamic University Islamabad

3. Prof. Dr. Zafar Iqbal
   Director Academics
   Sarhad University Islamabad

4. Dr. Qudsia Riffat
   Associate Professor, Chairperson Science Education Department
   Allama Iqbal Open University Islamabad

5. Dr. Hamid Khan Naizi
   Chairman, department of EPSL
   Allama Iqbal Open University Islamabad

QUESTIONNAIRE FOR ADMISNISTRATORS

A. Personal Information

Name: - _____

Gender _____

Age: - _____

Designation: - _____

Name of Institution: - _____

Year of joining the present position: - _____

B. Qualification

Academic Qualification (Please mention highest degree)
_____

Professional Qualification _____

C. Experience

Teaching Experience _____ Years

Administrative Experience _____ Years

Total Experience _____ Years

D. Professional Information

Did you receive administrative training before possessing the present position?

☐ Yes

☐ No

If yes, what type of training did you receive?

☐ Pre-service

☐ In-service

☐ On the job training

☐ Apprenticeship

☐ Any other (please specify)_____

From where did you receive training?

☐ Own Institution

☐ Training Organization

☐ NGO

☐ Abroad

☐ Any other (Please Specify) _____

☐ Duration of the training you received? _____

The training you received has added knowledge about your job.

☐ Yes

☐ No

You like to apply the experiences of your training during your job.

☐ Yes

☐ No

Did you participate in any Management Course after joining the present position?

☐ Yes

☐ No

If yes, then please write the following

Name of the course	Name of Institution	Duration of course

Are you a computer literate?

☐ Yes

☐ No

If yes then tick the relevant box (You may tick all boxes if relevant)

☐ MS Office

☐ Internet

☐ Out Look Express

☐ E-Conferencing

☐ Any other _____

Please read each of the following statements carefully. Then indicate the extent to which these statements reflect your practices and behavior.

1. Always
2. Often
3. Sometimes / occasionally
4. Seldom
5. Never

Sr. No	Statements	Always	Often	Occasionally	Seldom	Never
1.	You feel difficulty to plan the objectives yourself.					
2.	You face problem to implement the planned instructions.					
3.	You are unable to preplan your work.					
4.	You feel a gap in your planning.					
5.	You are unable to use interpersonal skills effectively.					
6.	You feel yourself incapable to communicate with your subordinates.					
7.	You work according to your own set priorities.					
8.	You realistically set deadlines for assigning tasks to your subordinates.					
9.	You are incompetent in decision making.					
10.	You consult the other members of your organization before taking a decision.					
11.	You make the decisions consistent with plans and policies of your organization.					
12.	You like to examine all relevant information before making any decision.					
13.	You like to express your opinions and impose your ideas forcefully.					
14.	You face difficulty in diagnosing problem.					
15.	You think most of the problems you face are because of you poor management.					
16.	You face the problems very bravely and handle sensibly.					
17.	You tolerate the disagreements and resolve the problems patiently.					
18.	You are satisfied with the placement and work load of your subordinates.					
19.	You train your subordinates for better performance and accept additional responsibilities.					
20.	You appreciate your subordinates for performing					

	better in their jobs.							
21.	You are sympathetic and give comfort to other people when needed.							
22.	You avoid creating conflicts and confrontation with you colleagues.							
23.	You cooperate and encourage teamwork.							
24.	You listen the ideas of other people very attentively.							
25.	You share the authority with subordinates for the betterment of your organization.							
26.	You delegate authority to lower formation for timely completion of task.							
27.	You treat the subordinates fairly and equally.							
28.1	You feel confidant and trust your staff members.							
29.	You always welcome the ideas of your staff members							
30.	You share your personal information and feelings with some of your Staff members or colleagues.							
31.	You dislike making the social relations with your subordinates.							
32.	Your staff members feel freedom in their work.							
33.	You think there should be a friendly and pleasant environment among the leader and subordinates.							
34.	You design your meetings with staff to inculcating them creative thinking, brainstorming and to generate ideas.							
35.	Budget allocated to you is sufficient for your administrative needs.							
36.	You have awareness about the financial rules about your department							
37.	All the amounts on different transactions are utilized properly.							
38.	You face problems to control budget.							
39.	If your staff has problems to maintain accounts, you can help and guide them.							
40.	If your staff feels difficulty in the preparation of working papers regarding audit, you are able to remove their difficulty.							

41.	Higher authorities have great influence on the allocation of budget.						
42.	You want to be independent in appointing & transferring your staff.						
43.	You face problem in assessing and evaluating the work of your staff regularly.						
44.	You like to give feedback.						
45.	You are realistic in writing the annual confidential reports of your subordinates.						
46.	You use incentives to reinforce exceptional performance.						
47.	You are eager to change the rules to facilitate the subordinates and betterment of organization.						
48.	You encounter problem to select the purchase committee members.						
49.	Purchase manual contents are followed strictly.						
50.	You check the performance of purchase committee.						
51.	You want the training of your staff to train them for the use of computer.						
52.	You face difficulty in personnel evaluation of your subordinates.						
53.	You face problem in human resource management.						

Which style of leader ship you adopt during your practices.

☐ Autocratic

☐ Democratic

☐ Laissez faire

Give some of the major deficiencies of educational administrators.

a. --

b. --

c. --

Please write the major problems, which you are facing as an administrator.

a.

b.

c.

Give the areas in which you need training as an administrator.

a.

b.

c.

Please suggest some procedures to overcome the problems faced by administrator.