EDUCATIONAL LEADERSHIP AND ACADEMIC STAFF PERFORMANCE: A STUDY OF GOVERNMENT POLYTECHNICS OF HIMACHAL PRADESH

A Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

MANAGEMENT

By

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Declaration

I hereby declare that the presented work in the thesis entitled "Educational Leadership and Academic Staff Performance: A Study of Government Polytechnics of Himachal Pradesh," in fulfillment of the degree of **Doctor of Philosophy (Ph. D.),** is an outcome of research work carried out by me under the supervision of Dr. Megha Mehta, working as Associate Professor, in the "Mittal School of Business of Lovely Professional University," Punjab, India. In keeping with the general practice of reporting scientific observations, due acknowledgments have been made whenever the work described here has been based on the findings of other investigators. This work has not been submitted in part or whole to any other University or Institute for the award of any degree.

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Certificate

This is to certify that the work reported in the Ph. D. thesis entitled "Educational Leadership and Academic Staff Performance: A Study of Government Polytechnics of Himachal Pradesh" submitted in fulfillment of the requirement for the reward of the degree of **Doctor of Philosophy (Ph.D.)** in the "Mittal School of Business," is a research work carried out by Suneel Kumar (Registration No.-41900088), is a bonafide record of his original work carried out under my supervision and that no part of the thesis has been submitted for any other degree, diploma or equivalent course.

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Abstract

The current study examines the impact of “educational leadership” on the performance of academic staff in “vocational institutions.” In the modern era, where the global economy increasingly values knowledge and technical expertise, vocational education has become an essential pillar of educational systems worldwide. India, with its aspirations of becoming a global knowledge economy, faces critical challenges in technical education. Over the last two decades, there has been an exponential increase in the number of technical institutions in the country. However, this growth has not been accompanied by a corresponding enhancement in quality. Instead, the deterioration in educational standards has resulted in the closure of many institutions, undermining the objective of strengthening technical education. Himachal Pradesh, a state recognized for its leadership in primary education, struggles significantly in the domain of higher education, particularly technical education. Geographical and economic constraints make polytechnics critical for providing technical education and skills training to rural youth. These institutions, designed to bridge the gap between education and employability, have seen substantial expansion, with several government polytechnics established in every district over the last decade. Despite these efforts, their overall performance remains suboptimal. This underperformance has been attributed to leadership inefficiencies and gaps in effectively facilitating, monitoring, and directing academic staff to achieve the desired educational outcomes. Consequently, there is an urgent need for research to explore the dynamics of “educational leadership” and its effect on “academic staff performance” in this context.

The primary objective of this study is to investigate the relationship between “educational leadership” and the performance of academic staff, with a specific focus on government polytechnics in Himachal Pradesh. The research seeks to identify how principals' leadership styles and strategies influence the attitudes and performance of their staff. Additionally, the study aims to uncover the discrepancies between the expectations of academic staff and the perceptions of those expectations by principals. It also intends to identify effective strategies for fostering teamwork and improving relationships between academic staff and institutional leaders. By doing so, this

research aims to provide insights that could enhance the functioning of government polytechnics and, ultimately, improve the quality of technical education in the state.

This study adopts a mixed-methods approach, combining qualitative and quantitative methodologies to provide a comprehensive analysis of the research objectives. Data were collected from all 15 government polytechnics in Himachal Pradesh, involving a diverse group of participants, including principals, heads of departments, senior lecturers, and instructors. Quantitative data were gathered through a seven-point Likert scale survey, administered via Google Forms, and analyzed using statistical techniques such as “t-tests” and “descriptive statistics.” Structural equation modeling (SEM) was employed to explore the impact of educational leadership on academic staff attitudes and performance and to assess the moderating effect of attitudes on performance outcomes. The qualitative component of the study involved semi-structured interviews and focus group discussions with participants, conducted using the Google Meet online platform. The responses were transcribed into Microsoft Word documents and analyzed using NVivo software to identify themes and patterns. To ensure the validity and reliability of the data collection tools, the questionnaires for both quantitative and qualitative research were reviewed and validated by experts from prominent academic institutions. This rigorous methodological approach ensures that the study's findings are robust and reflective of the real-world dynamics in government polytechnics.

The findings of this study reveal several critical insights into the relationship between educational leadership and academic staff performance. First, a significant discrepancy was identified between principals' perceptions of staff expectations and the actual expectations expressed by the academic staff. Academic staff expectations were primarily rooted in three key areas: management skills, human skills, and ethical skills. The results suggest that principals often overestimate their understanding of staff expectations, leading to gaps in leadership effectiveness. Structural equation modeling further demonstrated that educational leadership significantly influences the attitudes of academic staff but does not directly impact their performance. However, when attitude was considered a moderating variable, a positive relationship between

leadership and performance was observed. This indicates that leadership practices that enhance staff attitudes can indirectly improve performance.

The qualitative analysis provided deeper insights into the strategies employed by principals to promote teamwork and collaboration among academic staff. The study identified several commonly used techniques, including task appraisal, team-building activities, recognizing and rewarding performance, and assembling well-coordinated teams. These strategies, while effective to some extent, were found to require further refinement to meet the unique challenges of polytechnic education in Himachal Pradesh. Focus group discussions and interviews highlighted four central themes of effective teamwork practices: administrative, instructional, environmental, and emotional. Within these themes, specific practices such as open communication, impartial behavior, staff development programs, and handholding were identified as crucial for fostering a positive working environment. These practices emphasize the importance of creating a supportive and inclusive institutional culture that prioritizes the professional growth and well-being of academic staff.

The study concludes that the role of educational leadership in government polytechnics is pivotal but constrained by systemic limitations. The findings underscore the indirect impact of leadership on academic staff performance through its influence on staff attitudes. This highlights the need for principals to focus on fostering positive attitudes among their staff to achieve better performance outcomes. However, the study also identifies significant challenges faced by principals in government-run institutions, including limited autonomy and rigid administrative structures dictated by government policies. These constraints restrict the ability of principals to implement innovative leadership strategies and directly influence staff performance.

To address these challenges, the study recommends granting greater administrative and academic autonomy to principals of government polytechnics. Such autonomy would enable principals to adopt more flexible and context-specific leadership practices, aligning with the objectives of the National Qualification Framework (NQF) and the

National Education Policy (NEP) 2020. The NEP's emphasis on institutional autonomy and liberalization provides a timely opportunity to reform the governance of polytechnics and enhance their effectiveness.

The study also emphasizes the importance of adopting modern academic administration practices that move away from rigid bureaucratic procedures toward more dynamic and collaborative approaches. Strategies such as open communication, fair and unbiased decision-making, targeted staff development programs, and supportive leadership practices are crucial for creating a conducive working environment. These practices not only improve staff attitudes but also foster a culture of continuous improvement and innovation.

In conclusion, this research provides valuable insights into the complex dynamics of educational leadership and its impact on academic staff performance in vocational education. By identifying the key challenges and opportunities in this domain, the study offers practical recommendations for policymakers, institutional leaders, and academic staff. Implementing these recommendations could significantly enhance the quality of technical education in Himachal Pradesh, contributing to the state's social and economic development. Furthermore, the findings have broader implications for vocational education systems in other regions, highlighting the universal importance of effective educational leadership in achieving institutional excellence.

Acknowledgment

Enrollment in a PhD took me to a different world of academia; however, the journey of knowing the unknown was made very simple and achievable with the support of many people. I pay my special gratitude to the Almighty; without his will, I would not have gotten onto this path and completed my research work.

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I sincerely thank all the Principals, HODs, and academic fraternities of the Polytechnic of Himachal Pradesh, who shared their valuable views and suggestions on the topic. In addition, I want to express my gratitude to Lovely Professional University's entire RDC Committee for their assistance. I am grateful to Dr. Rahul Sharma, associate professor LPU, and Dr. Sanal Gupta, Research scholar from I.I.T., Mandi, for their valuable contribution to the Research Methodology Part of the research work.

I deeply revere my late mother and father; thank you for showing me that hard work is the key to success in life. I am very grateful to my family members for their love, understanding, patience, and support and for allowing me to spend time away from them during the entire work. I thank Lovely Professional University and the RDC Committee members for their support. Ultimately, with due humility, I would like to take up the responsibility of owning up to all errors of commission omissions in this report.

Dated: (Suneel Kumar)

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Abbreviations

HP	Himachal Pradesh
PCA	Principal Component Analysis
SEM	Structural Equation Modeling
NEP	National Education Policy
NQF	National Qualification Framework
AICTE	All India Council for Technical Education
HOD	Head of Department
TSL	Transformational School Leadership
JSS	Job Satisfaction Survey
LPI	Leadership Practices Inventory
MLL	Multilevel Leadership
KPI	Key Performance Indicator
PLCs	Professional Learning Communities
SPSS	Statistical Package for The Social Sciences
STATA	Statistics and Data
ROL	Recognition of Other Learning
CBE	Competency-Based Education
KMO	Kaiser-Meyer-Olkin

Chapter 1- Introduction

"The real role of education leadership… is not and shall not be command & control. The real role of leadership is climate control, creating a climate of possibility". - ***Sir. Ken Robinson.***

"Education Leaders must have the will at times to release leadership to teachers, the parents, and the students." - ***Andy Hargreaves.***

This chapter discusses academic staff performance, attitudes, and educational leadership. In India, particularly in Himachal Pradesh, educational leadership is seen in technical and vocational education.

1.1 Educational Leadership

Educational leadership refers to the process by which individuals in leadership positions within educational institutions influence, guide, and direct their teams to achieve educational goals. Unlike leadership in business or industry, educational leadership involves unique challenges due to the nature of its primary focus students and teachers. It is a multi-level phenomenon involving principals, teachers, and students, each playing distinct yet interconnected roles. Educational leaders are responsible for establishing the vision, mission, and objectives of the institution, motivating staff, and ensuring that institutional goals are met effectively and ethically. The framework of educational leadership often emphasizes emotional intelligence, human skills, and the ability to inspire teams through mentorship and empowerment (M. Arikewuyo, 2017).

Effective educational leaders foster a collaborative environment, prioritize teaching quality, and focus on continuous professional development for staff. Leadership in this context extends beyond administrative duties; it involves shaping institutional culture, encouraging innovation, and addressing challenges such as resource limitations and outdated teaching methodologies. In vocational and technical education, educational leadership gains additional importance as it must align institutional outputs with rapidly evolving industry needs. The leadership style and decisions made by educational

leaders directly impact the attitudes, behaviors, and performance of academic staff, thereby influencing overall institutional success (Elo & Uljens, 2024).

Compared to industrial or business organizations, educational organizations have very distinguished characteristics. Because it has two activities: one is related to institutional activities, and the other is the input and output of the organization. In educational organizations, the main activity is academic, which is related to students and teachers, i.e., it involves mainly human material, which is quite complex. Therefore, leadership in an educational organization is a multi-level phenomenon, i.e., "principal, teacher, students." The leadership positions in academic contexts are referred to as educational leadership (McTigue et al., 2024).

Leadership is the same as ensuring your influence in the classroom, managing change, and maintaining organizational structure. School leaders hold different positions within the school and use their influence and direction to help the institution reach its objectives (Leithwood & Riehl, 2003). The attainment of the institution's "goals, vision, mission, and objectives" is a crucial component of educational leadership (Nur Hafizah, 2012). The role of a leader is to establish objectives, motivate the group, and provide guidance to execute them effectively. The development of people, "action orientation, teaching, and research excellence, human skills, and direction setting" are hence the practical characteristics of educational leadership (Singh and Dali, 2013; Krasnoff, 2015; Gochhayat, Giri and Suar, 2017).

1.2 Framework for Educational Leadership

The development of knowledgeable and proficient human resources is a responsibility of educational leadership in polytechnics. The achievement of the institution's "goals, vision, mission, and objectives" is a crucial component of "educational leadership" (Nur Hafizah Mohd Sabri, 2012). Leadership is to set goals and inspire and direct these teams to achieve the set targets efficiently. The framework developed by Fields et al. (2019) was consulted to conceptualize educational leadership at polytechnics. The framework concluded that educational leadership improves the caliber of teaching and learning. The five essential traits – "action orientation, empowering, mentoring, research scholarship,

teaching quality, and emotive qualities" are recognized as the fundamental components of educational leadership. In the framework prepared by Niewiesk et al. (2021), the main constituents are people development, values and behavior, decision-making, goal setting, organization, and oversight. Fields et al. (2019) developed a framework for "educational leadership" based on the significant themes that emerged from participant interviews.

Figure 1. 1, Educational Leadership Framework (Fields, Kenny and Mueller, 2019)

They determined its primary pillars: ("**1.** Emotional attributes, **2.** Empowering and mentoring, **3.** A focus on taking action, **4.** Quality instruction; and **5.** Scholarship and research"). Consequently, based on this research, the framework for educational leadership in this study is constructed in Figure 1.1. "Directional setting, action orientation, human skills, teaching and research excellence, and people development" were retained as the practical elements of educational leadership.

1.3 Academic Staff Attitudes

"Opinions, beliefs, and sentiments" on the surroundings make up an attitude. The most significant academic work attitudes in an educational setting or institution that have the

most critical potential to affect faculty are “motivation, job satisfaction, embracing change, and intention to continue” (Abdulsalam et al., 2012; Haftkhavani et al., 2012; Munir et al., 2012; Medallion, 2013; Stankovska et al. 2017).

1.3.1 Framework of Academic Staff Attitudes

The various available studies identify the main variables of academic staff attitude. In these studies, Akçay et al. (2016) concluded that educational institutions' five aspects of mentality are “strong job satisfaction, organizational loyalty, enjoying the task, inspiration, and desire to continue with the work.” However, Gladys et al. (2019) found that embracing change is an essential attitude of academic staff. Embracing change brings positive attitude changes, as Jalagat (2016) and Kunnari (2018) concluded.

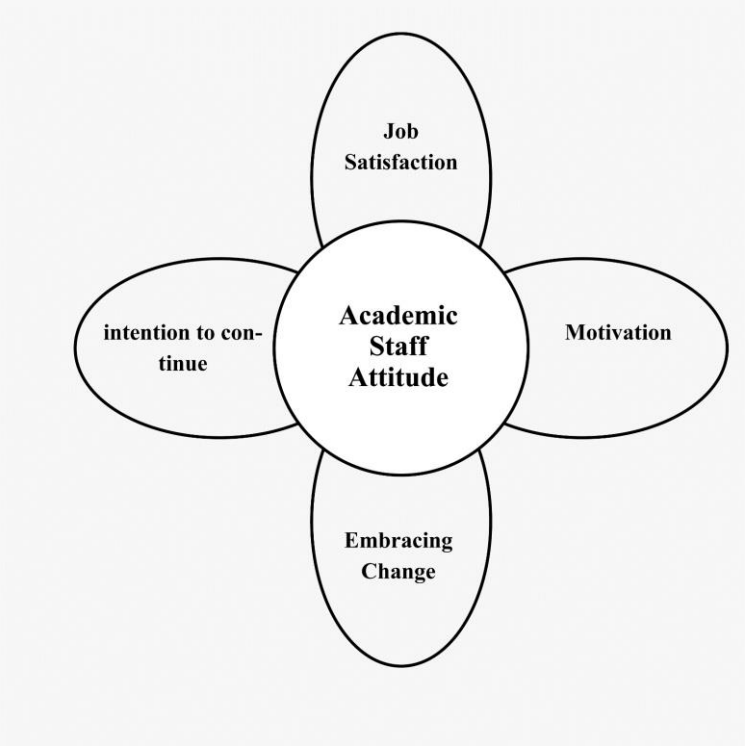

Figure 1. 2, Framework of Academic Staff Attitude (Akçay, Ulutaş and Sevinç, 2016)

The intention to work and continue is a positive attitude in the institution (Kadefors et al. 2016). Mei Kin et al. (2017) found in their study that the attitude of staff to embrace change is closely connected to leadership. Spector, P. E. (1994) created a job satisfaction survey to gauge employee sentiments toward the work and its components.

Nine components are included in this instrument: “operational procedures, advancement, communication, nature of the job, coworkers, salary, contingent rewards, supervision, and fringe benefits.” Figure 1.2 displays the academic staff's primary framework based on the review.

1.4 Performance of Academic Staff

Academics are paying attention to several key concerns, including the “performance of academic personnel” (Kapur R., 2018). Every firm values employee performance, but the importance of work performance is exceptionally high at educational institutions since faculty members play a critical role in fostering the development of future generations who can advance the nation and society. Academic personnel, thus, play a significant role in society through their education and scientific research, which improves the effectiveness of the organization and society as a whole (Paudel, 2021). Numerous researchers have determined the critical performance metric for academic personnel at universities, colleges, and other vocational institutions (Masron & Rahim, 2012; Abba et al., 2016).

Academic staff performance is a measure of how effectively faculty members fulfil their professional responsibilities in educational institutions. These responsibilities encompass a range of activities, including teaching, research, community service, curriculum development, student mentorship, and participation in administrative roles. The performance of academic staff is crucial in determining the quality of education provided and the institution's ability to achieve its objectives. In vocational and technical education, where the emphasis is on imparting practical skills and industry-relevant knowledge, academic staff performance is a key determinant of student outcomes and employability (Abba, H. D., 2018).

Key performance indicators (KPIs) for academic staff include teaching effectiveness, research output, publication of scholarly work, supervision of student projects, and community engagement. Performance is often influenced by factors such as motivation, job satisfaction, institutional support, and the leadership style of principals. Academic staff are more likely to excel in environments where they feel valued, supported, and

provided with opportunities for professional growth. Conversely, issues such as limited resources, lack of recognition, and misalignment between institutional goals and individual expectations can hinder performance (Paudel, 2021).

1.4.1 Framework of Academic Staff Performance

“Teaching, innovation, publication, supervision, research, and community services” have been highlighted as the primary KPIs for polytechnics (Abba, H. D., 2018). The researcher has used this framework in this study as it was also used for the study conducted on polytechnics. Figure 1.3 illustrates the polytechnic's primary framework for measuring the performance of its academic staff.

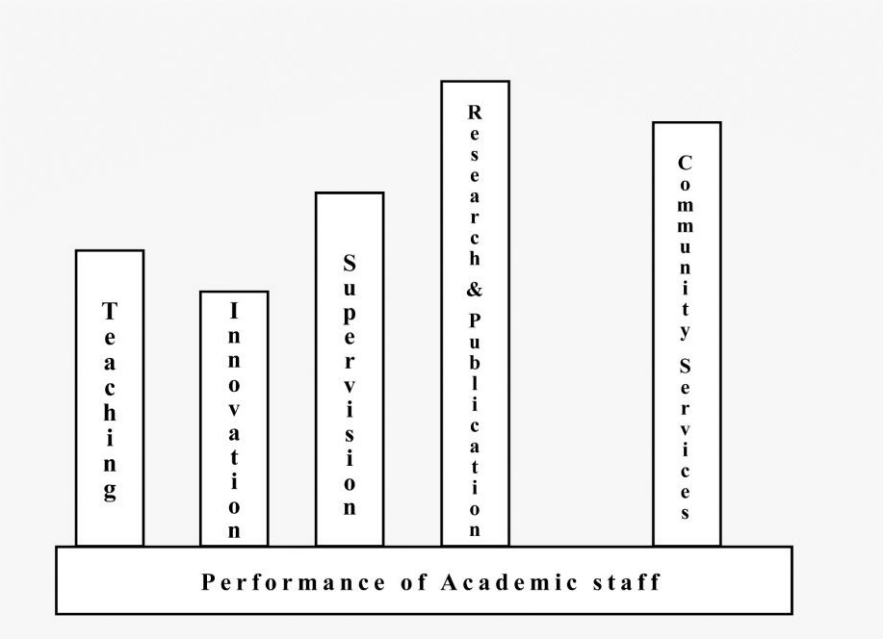

Figure 1. 3, Framework of Performance of Academic Staff (Abba, H. D., 2018)

1.5 Educational Leadership in Vocational Institutions

Leadership is the most discussed term in any organization or institution. The various aspects of leadership are the “type of leader, the role of the leader, and performance of the leader.” Generally speaking, leadership is the capacity of a leader to persuade followers to follow instructions to accomplish the organization's goals by influencing, motivating, and changing their attitude and behavior (Zhang and Faerman, 2007). Leadership in educational institutions, especially vocational education, has a significant role because enormous technological changes and innovations occur in the competitive

economic environment. In technical education, sustainable educational leadership is required for its development and to provide quality training for producing competent and skilled human resources (Jabor, 2013).

According to Ghavifekr et al. (2017), by closely observing the success of their teachers, administrators at vocational and technical colleges employ "professional leadership" approaches with a shared vision and well-defined objectives. This has promoted teachers' professional growth. Good leadership influences its subordinates, which results in their performance. The attitudinal changes in academic staff create a healthy environment in the institution, leading to better performance (Hoque et al., 2023). Educational leadership is also required to implement the national education policy in the country's academic institutions.

The task of preparing young people for the present and future in various industries where workplace conditions are drastically and quickly changing falls on the study field of "vocational-technical education." To equip people to take advantage of the possible workforce required in today's work environment, "vocational technical education" needs to confront these problems appropriately. Hence, in the current context of "vocational education," leadership becomes a crucial factor that needs to be considered (Boateng, 2012a; Boateng, 2012a). Vocational education plays an essential role in a Nation's nation-building as it has to produce competent, knowledgeable, and technically sound human resources. To make technically qualified human resources per employers' needs, the Polytechnics must perform better when the academic staff is guided and monitored by a competent institutional leader to function effectively. Therefore, there is a need to study the link between educational leadership and its effect on academic staff performance in polytechnics.

1.6 Technical Education in India

India has to match the growing ambitions of its youth as it gradually transitions into a global knowledge economy. A portion of this might be accomplished by developing skills pertinent to the changing economic landscape. The problem involves not just a massive numeric increase in skill-training facilities but also the equally essential goal

of improving their quality (NPSDE, 2015). From the time of pre-independence to the time of post-independence, “technical education” in India increased significantly (Mannivanan, 2005). From just 38 in 1947, there are now more engineering colleges than ever, enrolling roughly 2940 students per year and producing 1270 graduates. Forty-nine technical institutes offered first-degree programmers in 1950–1951, but as of March 2004, there were 1300+, producing 3,60,0002 graduates, followed by 1522 in 2005 and 1617 in 2008. There were 53 polytechnics in 1947, with 3670 students able to be admitted and 1440 students graduating from them.

1,30,946 students were enrolled annually in 416 institutes offering diploma-level engineering education in 1997. This demonstrates the significant growth in technical education. Were 1,88,300 students enrolled in 1244 polytechnics in India in 2005–2006. In addition, over 150 academic institutions nationwide provide postgraduate and doctorate programs in engineering; the South and Southwest have more colleges in these regions than in any other. With 33,180 students enrolled annually, polytechnics ranked 202 at the regional level in 2007–08. The trend has reversed recently, and technical institutions face progressive closure. As per the AICTE report, 78 technical institutions filed for progressive closure in 2019-2020. This trend can be verified from the recent news published in national newspapers and websites. The News items and reports of recent years gave a clear picture of the “technical education” scenario. Less than 4% of skilled workers are produced in India, compared to “42% in the US, 76% in Germany, 80% in Japan, and 96% in South Korea” (IBEF, 2020).

20% of Engineering Diploma holders are employable (Et Bureau, 2016). Law student Enrollment; 20 Polytechnics in State face closure (Pioneer, 2020). AICTE still approves 778 colleges' progressive closure applications (Shilpa, 2020). Twenty polytechnic institutions experiencing a teacher shortage are planning to merge: Govt (TOI, 2018). About 80,000 fewer engineering seats will be available in India, which is now experiencing a crisis in engineering education. This will lead to 3.1 lakh seat losses in four years. AICTE reduces lateral intake for Diploma students to 10% (AICTE, 2019). 58 Polytechnic Diploma Courses to shut in Maharashtra (Times, 2017). Government impetus to improve Polytechnic Education in Kerala and City's two oldest Private

Polytechnic colleges to shut down. There may be seat reductions at 24 state-run government technical institutions.

1.6.1 Technical Education in Himachal Pradesh

During the British administration, in 1941, the first “Industrial Training Institute” was established, marking the beginning of “technical education” in “Himachal Pradesh.” Among the Indian states, “Himachal Pradesh” has made significant educational strides and stands out as one of the most advanced. There are 360 "Technical and Vocational Institutions" operating under the "Department of Technical Education," of which 161 are in the government sector and 191 are in the private sector.

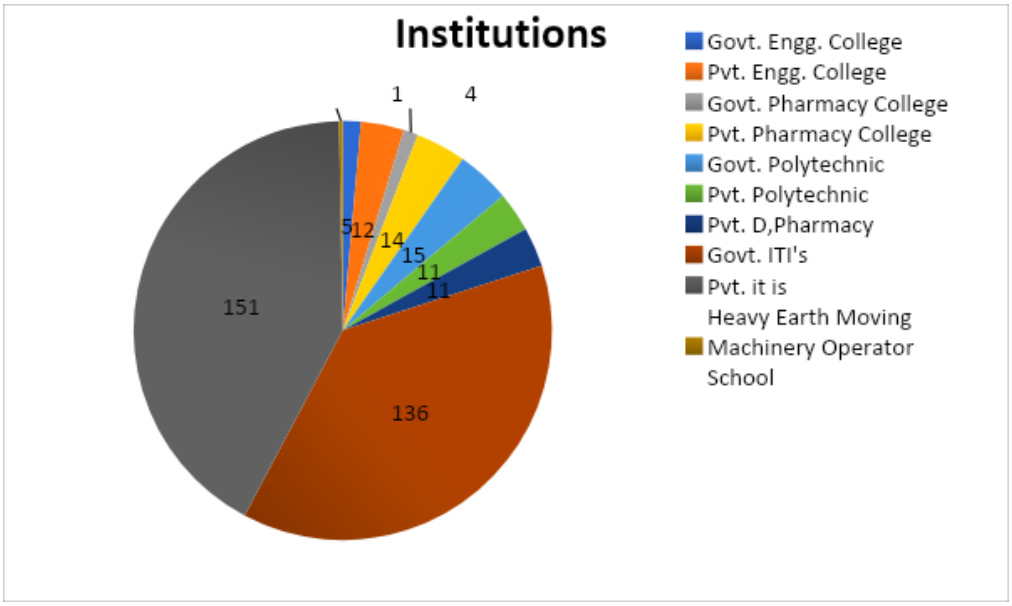

Figure 1. 4, Technical Institutions in Himachal Pradesh (Self Compiled)

In “Himachal Pradesh,” technical education significantly contributes to the state's overall educational system and is essential to its social and economic advancement. Additionally, it fosters the state's “human resource development” by “raising industrial productivity, generating skilled labor, and raising the standard of living for its citizens.” According to the study, figure 1.4 is a pie chart that displays information on the technical institutes in the state. The decade-wise progressive establishment of technical institutions is shown in Figure 1.5.

By “producing skilled labor, raising industrial productivity, and raising the standard of living” for the state's citizens, the “technical education department” seeks to support the state's “human resource development.” In the last decade, the education sector in “Himachal Pradesh” has witnessed enormous growth in the opening of educational institutions. These institutions offer four-year degrees, three-year diplomas, and 2-year/1-year/ 6-month certificate courses through various engineering colleges, “pharmacy, polytechnics, and industrial training institutes.”

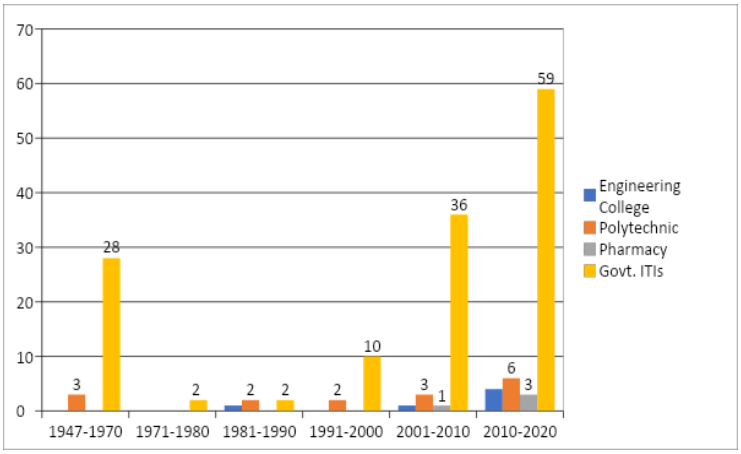

Figure 1. 5, Decade wise Progressive Establishment of Technical Institutions in Himachal Pradesh (Self-Compiled)

The number of technical institutions and sanctioned intake in diploma and degree courses are shown in Table 1.1. All the details about the state's technical education indicate that polytechnics play a significant role in imparting technical education to students.

Table 1. 1, Details of Technical Institutions with Intake in Himachal Pradesh (Takniki Shiksha, 2015)

Level of Program	**Institutions**		**Sanctioned Annual Intake**		**No. of Courses**
	Govt.	**Private**	**Govt.**	**Private**	
Degree	05	10	904	1650	10
Diploma	15	20	2787	2849	09
Pharmacy	04	16	220	1019	01 (B. Pharmacy)

1.6.2 Polytechnic Education in Himachal Pradesh

In “Himachal Pradesh,” there were two polytechnics until 1986, with an intake of 400 students, which increased to four in 1986. Then, the fifth and sixth polytechnics existed

in 1996 and 1998. In the last ten years, with the government's policy to promote technical education by allowing private players, the number of polytechnics has been increased to 43, with an intake capacity of approximately 9000 students (Takniki Shiksha, 2015). The pass-outs of polytechnics are getting jobs in the government and private sectors. Theoretical and practical knowledge are imparted to the students during training, emphasizing the skill component. Students are exposed to the most recent industry standards, and the curriculum is developed in collaboration with industry, which employs the majority of diploma holders. Most of the curriculum's required components are industrial activities such as "shop floor operations, industrial visits, and industrial training."

In "Himachal Pradesh," there are two types of polytechnics, i.e., Government and Private, which offer technical education in various engineering and non-engineering courses; for girls, one-woman Polytechnics in the Government sector are also established. All these polytechnics are governed by the "All India Council for Technical Education" (AICTE), which defines the standards and norms for infrastructure, land, non-teaching, and teaching staff. AICTE approves the courses and their intake. The state government has administrative control over all Government and private polytechnics. The appointments are made as per AICTE rules.

The admissions are made as per AICTE guidelines. Curriculums are designed by the "Department of Technical Education" and "State Board of Technical Education". State Boards are generally autonomous bodies responsible for affiliation, examinations, and certification. The principal is the leader of the Polytechnic, and the Head of Departments oversees each discipline. Typically, H.O.D.s appoint principals through promotion. Senior lecturers and lecturers who serve as teaching staff are present in every department. The instructors and lab technicians, who are non-teaching staff, assist the professors in conducting workshops and practical instruction.

Each polytechnic has an office of the principal, and the state government appoints non-teaching clerical staff and supporting staff to assist the principal. In the Private sector, the appointments are made by management. Other than teaching, sports and

extracurricular activities are conducted. Courses are organized for personality development and entrepreneurship development. “Industrial visits, industrial training, and guest lecturers” from industry experts are being undertaken for industrial exposure. Faculty development is a regular feature. The teachers are sponsored for short-term courses and long-term courses for higher education.

Regular department meetings are conducted at the Directorate level to monitor the progress of Polytechnics. Since 2015, the reverse trend has started in the growth of polytechnics, and private polytechnics have faced significant closures. In Government Polytechnics, after so many rounds of admission and counseling, seats remained vacant each admission year. Out of 28 private polytechnics, only four continue with only one or two engineering disciplines. Presently, the Government Polytechnics are the prominent institutions that impart diploma education in the state.

1.6.3 Polytechnic Academic Staff Job Profile

In polytechnics, the role of academic staff is paramount. The majority of the work consists of classroom and laboratory instruction. However, the academic staff also engages in the following pursuits outside of teaching:

1. Creation of educational resources, lesson preparation, establishing labs and conducting tests, Unplanned instructional activities like student counseling, creating and evaluating exam questions, setting up and carrying out examinations, administering board and local exams, carrying out the student project, setting and assessing.
2. Whether institutional or departmental, leadership takes the form of a committee member or convener.
3. Student involvement in sports, literature, student organizations, wardenship, etc.
4. Curricula development due to the industry's shifting demands and the world's growing population.
5. Professional endeavours, such as participation in technical and professional institutions.

6. Participation in an organization of continuing education programs as an instructor and a participant.
7. Repair and upkeep of tools and equipment used in labs and workshops.
8. Training, visiting companies, and industrial liaison.
9. Activity for the development of entrepreneurs.
10. Talks by experts (guest lectures).
11. Technology transfer and the building of communities.
12. Any more events that are pertinent to the specific institution.

The faculty staff structure, which the State Government has approved, takes into account the many activities that the faculty is involved in, as well as management and administrative perspectives and the issue of service stagnation.

1.6.4 Educational Leadership and Performance of Academic Staff in Polytechnics of Himachal Pradesh

Enhancing an institution's working environment mostly depends on educational leadership, which also helps raise teacher performance. Effective leadership affects its followers, and that affects how they perform. The academic staff's altered attitudes foster a positive atmosphere within the school, improving performance (Jameel and Ahmad, 2019).

The education sector has a significant paradigm shift, and technical education cannot be immune to this. In the three-tier vocational education structure, the Polytechnics have a substantial role in imparting knowledge and skills to desirous students who intend to have a career in technological fields. Himachal Pradesh is leading in providing general education to its people but lacks technical education. Polytechnics impart technical education and related skills to the younger generation right from the initial years of training after matriculation and secondary level. The Lateral entry to higher studies after polytechnics has made this stream popular in the country.

The national Education Policy 2019 has provided many options, such as a choice-based credit system and multipoint entry and exit system. In this case, a strengthened

Polytechnic education is the need of the hour. Presently, in Himachal Pradesh, there are 16 polytechnics in the government sector, and all the polytechnics of the private industry that opened in the last decade have been closed. There are only three polytechnics with NBA accreditation. In Government Polytechnics, the admission scenario is not so healthy. Admission is conducted through the entrance test PAT and LEET, but after the second round of counseling, many seats remain vacant, offered through open merit, and even seats remain vacant after the last spot round.

The students are opting for institutions of neighboring states. Research studies have been conducted only in the area of private technical institutions, and no independent researcher on government polytechnics has made any attempts. It is an attempt to study the Educational Leadership and performance of academic staff in the Government Polytechnics of Himachal in which the data and views of Principals and academic staff of Government Polytechnics of Himachal Pradesh will be taken. The type of Educational Leadership and its effects on academic staff performance will be analyzed. The impact of leadership will be examined on the attitudes of academic staff, and these attitudes will also affect performance. This will be beneficial in enhancing the quality of education in the state's polytechnics.

While this chapter centres on the unique challenges of vocational education in Himachal Pradesh, framing these issues within a broader national and international educational context would underscore their significance and relevance to wider academic discussions. Nationally, India's technical and vocational education system is undergoing a critical transformation, as reflected in policies like the National Education Policy (NEP) 2020, which emphasizes skill development, institutional autonomy, and employability. The struggles of polytechnic institutions in Himachal Pradesh, including limited resources, leadership constraints, and gaps in academic staff performance, mirror similar challenges faced across other states in India. These challenges are compounded by global trends, where vocational education systems are increasingly recognized as vital for addressing workforce needs in rapidly evolving economies.

Internationally, countries like Germany, Japan, and South Korea provide benchmarks for successful vocational education models that integrate robust leadership practices, industry collaboration, and continuous staff development to achieve high employability rates. Situating the findings of this study within such global comparisons highlights the urgency of reforming vocational education in India to align with global standards. By addressing local challenges in Himachal Pradesh while reflecting on national policies and international practices, this research contributes to broader discourses on educational leadership and its pivotal role in enhancing vocational education outcomes. Such an integrated perspective elevates the study's importance and offers valuable insights for policymakers, educators, and researchers alike.

Chapter 2 – Literature Review

The researcher has read numerous theses, research papers, books, articles, and webpages on a variety of topics related to:

- Educational Leadership.
- Academic staff attitudes.
- Academic Staff Performance.
- Expectations of Academic Staff from the Principal.
- Teamwork Practices in Institutions.
- Staff Performance and Teamwork
- Leadership Structure

2.1 Educational Leadership

Since India has had significant social democratic developments and wealth, leadership is crucial. It is, however, essential to understand that a leader is in a two-way process where the leader influences the group and, at the same time, is influenced by the group. It demonstrates how the world is becoming interconnected and how the terrain of school leadership is changing. Leadership has become a key policy issue because of the call for more effective schooling, more student outcomes, and increased efficiency in the system. Leadership entails two crucial responsibilities: leading individuals and keeping a group of people together (Biswas, 2023).

Chapman, Lee, and Dunham (2024) aimed to define the construct of "leadership for teacher flourishing and investigate" it in 78 schools based on the literature and empirical research. It discovered that elements influencing teacher engagement were "positive interaction, professional development, and meaningful workplace." The staff expectations included "leadership support, trust, autonomy, and appreciation". Other non-leadership staff members and teachers also contributed to enhancing the flourishing. The research underlined the role of virtuous leaders and stated that the promotion of well-being is similar to the promotion of love. These conclusions suggest new approaches to preparing and identifying school leaders for the improvement of "teachers, learners, and societies."

This research investigated the utilization of the Personality Style Inventory within educational leadership, examining its application among two distinct tiers of leaders, including K-12 and university education in American and Chinese settings. Thus, the actual and potential differences in personal characteristics of leaders have been revealed by comparing and contrasting personality types of leaders at different levels of leadership in this study. Furthermore, it sought to identify how integrating the PSI could improve and enrich leadership in these educational spheres (Yan and Li, 2023).

According to studies on "educational leadership" (Osseo et al., 2005; Sternberg, 2005), one of the most essential elements in maintaining performance and quality is leadership. In particular, the "educational leadership" consists of WICS ("wisdom, intelligence, and creativity"). It has been determined through synthesis that there is most likely no "leadership model" that can fully account for the various "internal and environmental factors" that go into becoming a great leader. Thoonen et al. (2012) also concluded that leadership is the first step to building school-wide capacity. Johnson and Fauske (2005) examined how organization theory helps us understand leadership and educational groups. "Leading, teaching, learning, counseling, coaching," and other activities observed in educational organizations are all conducted inside an organizational framework. It has been determined that discussing these behaviors without considering the context in which they occur is impossible.

Kempa et al. (2017) used quantitative research to determine the "State High School Amban" principals' leadership efficacy. It has been found that the principals did not possess effective leadership because they had individual vision, no creativity, no innovation, and no communication network with stakeholders. Piaw et al. (2014) studied a group of "Malaysian secondary school" principals to determine (1) their degree of "leadership skill" and (2) the characteristics that contribute to their "leadership skill". The study's findings demonstrated a substantial correlation between a school principal's years of experience, educational background, and leadership level.

Based on gender, no discernible differences were discovered. Using a "descriptive-correlational" approach, Mannan et al. (2016) investigated the characteristics impacting

women principals' instructional leadership behaviors as viewed by teachers. They discovered that Principals are firmly committed to working collaboratively, caring for the school's caring culture, and upholding a fair and relational environment. Female principals engaged in more instructional leadership than their male counterparts, according to a meta-analytic examination of the research on gender disparities in instructional leadership conducted by Hallinger et al. (2016) using the "principal instructional management rating scale."

In the “SAGE handbook” of the organizational, institutional chapter "Institutional Leadership: Past, Present, and Future," Washington (2008) concluded that not all organizations are institutions, nor are all leaders institutional. Numerous scholars have researched various forms of educational leadership. When evaluating the “instructional leadership” of secondary school principals in “Thailand,” Hallinger et al. (1994) in “instructional leadership” concluded that throughout the previous ten years, instructional leadership has become a top priority. Through “quantitative study” and focus interviews with principals chosen by random sampling, Singh, P., & Dali, C. M. (2013) examined the usefulness of empathy as an “instructional leadership strategy.” According to research, principals regard empathy as a trait of “instructional leadership” that makes it easier to handle pressure and expectations in the school environment.

Sharma (2018) examined the leadership of “Malaysian” school administrators in their capacity as instructional leaders. The study revealed that the instructional leadership behaviors exhibited by administrators significantly predicted teacher efficacy and teaching ability. According to research, principals in “Malaysian schools” are expected to take on the role of an “instructional leader” and devote a more significant portion of their time to other administrative responsibilities. Ghavifekr et al. (2017) conducted a study to ascertain the factors that impact "vocational and technical college" principals' "instructional leadership" practices, as perceived by the instructors. The implementation of instructional leadership by "administrators in vocational colleges" is influenced by four factors: (a) professional leadership, (b) a shared mission and set of goals, (c) continuous evaluation of teachers' performance, and (d) teachers' professional development.

Wiyono (2017) concluded in “Transformational Leadership” that self-evaluation is a highly successful way to enhance principals' “transformational leadership,” teachers' job motivation, and the school environment. Additionally, research has shown that self-evaluation with feedback works better than without. Using meta-analyses, Leithwood Sun (2012) reviewed methods for synthesizing research on “transformational school leadership” and its effects on teachers, students, and school organizations. It has been established that the average “Transformational School leadership” (TSL) and Individual TSL moderately affect teachers, internal status and behavior, and school circumstances.

“Servant leadership” Al-Mahdy et al. (2016) studied how “Omani” teachers perceived “job satisfaction” and “servant leadership,” as well as the effects of various demographic differences on these perceptions. The “Job Satisfaction Survey” (JSS) by “Specter and the Servant Leadership Scale” (SLS). Research indicates that educators view school principals as having a modest “servant leadership” level. In a follow-up study, Preston Anderson (2005) assessed the relationship between “job satisfaction” among specific employees and their opinion of “servant leadership.” The study's conclusions demonstrated a strong link between each employee's personal views of “servant leadership and their level of job satisfaction.” Setliff (2015) concluded that pupils saw attributes of servant leadership in excellent and exemplary instructors.

The principal's leadership style as a “servant leader” was studied by Taylor et al. (2007). In this investigation, two instruments were administered. The "self-assessment for servant leadership profile" was given out within the first sentence. Following a thorough analysis of the literature on servant leadership, a comprehensive list of 200 characteristics of servant leaders was established, and this survey instrument (Page and Wong, 1998) was created as a result. The study's second phase made use of the "Leadership practices inventory" (LPI) (Abu et al., 2009). The study's findings indicate that for each of the five leadership activities, the means of the servant leaders were higher than those of the non-servant leaders and higher than the standardized criteria.

Nevertheless, Herndon (2007) concluded in this study that there is no connection between “school culture and servant leadership.” There is no connection between

student “academic success and servant leadership.” Chang et al. (2011) researched distributed leadership. He investigated the connections between “student accomplishment, teacher academic optimism, and distributed leadership” in “Taiwanese elementary schools.” In addition to “descriptive statistics” and an “analysis of variance,” scattered "leadership, academic optimism, and student performance" are further analyzed using "structural equation modeling" (SEM) to examine the viewpoints of the teachers. The results showed that senior post educators demonstrated more academic optimism and distributed leadership. Studies have also shown that teachers' academic optimism positively affects students' learning outcomes.

To understand distributed leadership and its suitability for use in educational institutions, Göksoy (2015) carried out extensive research. According to research, educators are increasingly optimistic about the gains in student quality that distributed leadership can bring. These findings are consistent with previous research by Leithwood Mascall (2008). In this research, Harris (2011) examined the “distributed leadership paradigm” implications for individuals in formal leadership positions, focusing on schools. It considered how the increasing sharing of leadership within the business affects and changes the position of the principle. This investigation reveals that “distributed leadership” influences “organizational development and transformation.”

Numerous scholars have examined transformational leadership in their research publications. Leithwood & Sun (2012) reviewed methods for synthesizing research on “transformational school leadership” (TSL) and its effects on teachers, students, and school organizations using meta-analyses. The average TSL and Individual TSL have been found to have a moderate impact on teachers' internal status and behavior, as well as the overall conditions of the school. Many of the practices included in several of the most popular models of good educational leadership are also included.

A study comparing the effects of “instructional and transformational leadership” theories on students was carried out by Shatzer et al. (2013). The findings supported Robinson et al. (2008) assertion that “instructional leadership” had a more significant impact on student achievement than “transformative leadership.” Wiyono (2017) used

“cluster, quota, and random sampling” in a “quasi-experimental study” to investigate the impact of self-evaluation on principals' “transformational leadership, teachers' job motivation, teamwork effectiveness, and school improvement.” Results show that self-evaluation greatly enhances teachers' “job motivation, the school atmosphere, and principals' transformational leadership.”

Khan & Khan (2014), Thanh et al. (2015), Singh & Dali (2013), Sharma (2011), Krasnoff (2015), Sharma & Kannan (2012), Sharma (2011) have all researched the leadership traits of principals. “Decision-making, self-management, communication skills, comfort, empathy, influence, time management, and commitment” were determined to be the critical leadership attributes expected of a principal. Principals with these traits were also found to be “open-minded, compassionate, ethical, and confident.” Subordinates said a “visionary, knowledgeable, skilled, and dynamic” leader was good. These studies have indicated a strong and positive correlation between principals' leadership capacities and traits. It has also been determined that principals of all institutions share the same characteristics and approaches to leadership as principals of other institutions.

Gochhayat et al. (2017) carried out research to offer a fresh understanding of “educational leadership” using an “integrative, multilevel methodology.” The impact of "multilevel leadership" (MLL) on the effectiveness of technical educational institutes is examined through the data collection from 153 heads of engineering and management institutes throughout India and 306 subordinates who work with the heads of the institutes. Multilevel leadership has been demonstrated to improve “organizational effectiveness.” The field has made significant strides in finding ways that leadership enhances learning and school reform during the past 40 years, according to Hallinger's “research-based model of leadership” for education (2011). Four main aspects of leading for learning are discussed: “leadership situations, leadership, sharing leadership focus, and values and beliefs.” It has been discovered that great strides have been achieved in figuring out how leadership affects “learning, utilizing review methodology” from several recent empirical investigations.

In their study, Johnson & Fauske (2005) examined how the “organization theory” has helped us comprehend leadership and educational organizations. Throughout the study, various organizationally contextualized behaviors were observed in academic institutions, including “teaching, leadership, counseling, learning, and coaching.” It has been determined that discussing these behaviors without considering the context in which they occur is impossible. According to Hallinger's (2011) “research-based model” of leadership for learning, the field has made significant strides in the last 40 years in figuring out how leadership enhances learning and school reform. The process of figuring out how leadership affects learning has advanced significantly, it has been discovered. The terms “distributive leadership, collaborative leadership, and shared leadership” have gained popularity during the past ten years, from 2001 to 2011.

Boateng (2012) provided a “comprehensive analysis” of the literature on the changing definition of leadership and how it specifically relates to leadership in “vocational-technical education.” The article makes the case that while “vocational technical education” is a component of general education, it differs from it in many important ways, necessitating an evaluation of its leadership distinct from that of public education. According to Fields et al. (2019) conceptualization of “educational leadership” in “academic development” programs, “educational leadership” improves the caliber of instruction and learning. It has been determined that the five traits are essential components of educational leadership: “affective qualities, research scholarship, action orientation, mentoring, and empowerment.” These can be developed by embracing identity, bringing change initiatives, and upbringing interdisciplinary community in academics. While preparing the academic leadership framework, Niewiesk et al. (2021) also concluded that the main constituents are people's “development, values and behavior, decision making, goal setting, organization, and oversite.”

Hamidifar et al. (2016) investigated the fundamental elements of “authority delegation, academic leadership, qualified personnel policy, effective communication, and including staff development.” Fields et al. (2019) highlighted “emotional qualities” as the fundamental pillars of “educational leadership.” Based on the key themes from the participant interviews, they created a framework for “educational leadership, facilitating

and supporting, an emphasis on moving forward research and scholarship, outstanding instruction." In a study conducted by Hoque et al. (2020), the relationship between "supervision and teachers' attitudes and performance" was examined. It was discovered that only directing supervision, not the wholesome approach, positively correlated with instructors' attitudes and performance. It was determined that improved performance could result from appropriate supervision techniques.

The various studies being conducted on leadership, especially educational leadership, have been referred to, and it has been concluded that leadership has a significant role in the team's performance and attitude. The studies have concluded that educational leadership is not similar to the leadership practiced in other fields. Different types of leadership, such as instructional leadership, distributed leadership, servant leadership, and transformational leadership, are used in institutions. The studies also found that the principals' lack of leadership affects the working of institutions.

It has been concluded that educational leadership in vocational education has a specific framework, which has been identified in various studies. All those studies concluded that the main constituents are people development, values and behavior, decision making, goal setting, organization, and oversite. The other research results revealed that 1. emotional traits, 2. empowering and mentoring, 3. action orientation, 4. Excellent instruction, and 5. Academic research and writing. These are the primary components of leadership in education. According to certain studies, the following are essential: emotional traits, research and scholarship, action orientation, mentoring, and empowerment. Thus, based on them, the following is the conclusion drawn about the primary framework of educational leadership:

Figure 2. 1, Framework of Educational Leadership

Educational Leadership	Directional Setting
	People Development
	Action Orientation
	Teaching and research excellence
	Human skills

2.2 Academic staff Attitudes

Team teaching is one of the most popular and intensive forms of teacher cooperation, and it has many advantages for teachers and students. Prior literature has established how critical it is for instructors' attitudes, which are influenced by several interpersonal and personal processes, to perform in using team teaching. However, there was a notable absence of empirical studies that examined the existing instructors' attitudes toward team teaching and what makes up for this attitude. Researchers explored to what extent teachers valued team teaching, the correlation between these attitudes, and characteristics like "self-efficacy, perceived collaboration, and similarity" within the team. Studies using "structural equational modeling" revealed that instructors' attitudes were significantly and positively related to "perceived collaboration and team similarity," though self-efficacy had the most substantial impact (Simons, Struyf, and Weerdt, 2024).

The "Irish institute of technology" sector was restructured severely, which paved the way for the formation of new "technological universities" (TU) through mergers. This paper analyzed factors affecting the perception that the academic staff of an institute has towards transforming it into a TU. A survey employing "partial least squares structural equation modeling" showed that organizational commitment and contribution to teaching and research influenced the staff attitudes. Researchers were more optimistic about the change than teachers because the former focused more on research than the latter (Stack and Wallace, 2023).

The academic staff's perception of their work and structure is significant in higher education. Research on the work-related attitudes of academic staff, including "job satisfaction, self-efficacy, and organizational commitment," was done by Capelleras, J. L. (2005). She discovered that other factors are as important in determining staff attitudes as staff position. The study conducted among university teachers in India by Bashir, B., & Gani, A. (2020) correlated that high "organizational engagements" responded with high motivation and dedication to achieve organizational goals. Social status is highly associated with "job satisfaction," as has been concluded by Toker, B. (2011) in an empirical study on Turkey, i.e., professors are more satisfied than

instructors. Hanafi Iraqi (2019) Investigated the role of experience and motivation in "academicians and found that motivation" also leads to job satisfaction. Mawoli Babandako (2011) also concluded that motivation leads to job satisfaction and better "job performance."

Nyagah, E. F. (2019) concluded that embracing change is an essential attitude of academic staff. Researchers also studied the mindset of making changes. They discovered that the leader acts as a catalyst for change and is crucial in fostering a change-oriented mindset. Through qualitative research, Kunnari I. (2018) found that embracing change can only be nurtured if institutions provide such an environment. At the same time, teachers should also teach learning aptitudes by themselves. The "professional attitude" of higher secondary school teachers was investigated by Khan et al. (2013). The findings demonstrated that most teachers had a moderate to unfavorable attitude toward the teaching profession and its related fields. Furthermore, compared to female professors and those in the art stream, male instructors and those in the scientific stream demonstrated a more favorable professional attitude.

Kadefors et al. (2016) found that the intention to continue is related to the position of working in an organization, irrespective of gender. Kin, T. M., & Kareem, O. A. (2017) also concluded that the attitude of staff to embrace change is closely connected to the type of leadership. After analyzing the attitudes of academic staff members toward their jobs in educational institutions, Akçay et al. (2016) concluded that attitudes can be divided into five categories: "job satisfaction, loyalty in the organization, embracing the work, motivation, and intention" to keep working. McConnell, J. R. (2017) examined the factors of retention of teachers in an institution and found that the role of the leader is essential as his administrative support and individual leads to job satisfaction. These factors have a strong relationship with the intention to continue. Kumar M and S Govindarajo (2014) also developed an instrument and concluded that this staff attitude relates to administrator leadership practices.

Spector, P. E. (1994) created the "job satisfaction survey" to gauge employee sentiments toward the work and its components. Nine elements comprise this instrument:

“supervision, contingent awards, compensation, fringe benefits, promotion, nature of work, operating procedures, coworkers, and communication.” Despite being created initially for human services organizations, all organizations can use the JSS. Additionally, Spector, P. E. (2022), in his book “Job Satisfaction from Assessment to Intervention,” outlined gauging an employee's attitude and implied that this was appropriate for any organization.

A sincere concern for their students' well-being, a willingness to share responsibilities within the classroom, a genuine awareness of their students' diversity, a drive to provide all of their students with meaningful learning opportunities, and a passion for fostering their creativity are the five qualities that Gourneau (2005) lists as essential to successful teaching. Peláez et al. (2021) Control educators' attitudes while developing a theory that connects the emergence of positive emotions to developing positive attitudes, concepts, and behaviors in work settings. Strong correlations have been found between emotional intelligence and positive work attitudes, such as job satisfaction and intention to leave, and it also concluded that emotional intelligence is correlated with job satisfaction and intention to continue.

When Pop-Vasileva et al. (2011) examined teachers' attitudes toward their jobs, they discovered that job satisfaction is the primary attitude and that job stress and retention propensity are related to organizational aspects. According to Ngethe, J. M. et al. (2012), a leader's style affects the likelihood that a teacher will stay at that university. Ahad R. et al. (2021) also concluded that teachers' work attitudes and leadership are associated. Aydin et al. (2013) carried out several investigations to illustrate the impact of leadership approaches on academic results. Every kind of leadership style was examined in these study projects. Teachers' organizational commitment and job satisfaction were questioned concerning all leadership philosophies. Astuti, Fitria, and Rohana (2020) determined in their study that the Principal’s leadership is directly related to the Teacher's work attitudes and performance. While analyzing teacher performance, it was also concluded that Leadership affects the organizational work culture and performance along with teachers' work attitudes and performance.

How the academic staff perceives their work in the institution and what their feelings about their colleagues and principal are as these affect their performance and leadership, which is correlated with teachers' work attitudes. The literature concluded that the attitude of academic staff constitutes job satisfaction, motivation, and intention to continue. It has been determined that there are five distinct aspects of attitude: motivation, intention to carry out the work, embracing the work, prominent job satisfaction, and loyalty within the organization. The factors of teacher retention in the institution are related to leadership, which leads to job satisfaction. While examining the work-related attitudes of teachers, it has been found that the central attitudes of teachers constitute "job satisfaction, job stress, and prosperity," which are related to leadership. Based on the review, the academic staff attitude in an institution are:

Figure 2. 2, Framework of Academic Staff Attitude

Academic Staff Attitude	Job satisfaction
	Embracing change
	Motivation
	Intention to continue

2.3 Academic Staff Performance

The study reviewed by Emmanuel, Kasimu, and Matakhitswen (2024) was intended to establish the effect of the work environment on academic staff performance in tertiary institutions in Nigeria. It used secondary data systematically retrieved from the printed media and the internet. In line with the research hypotheses, the findings pointed towards the fact that the work environment of tertiary institutions affected the "job performance of academic staff." The paper noted that an effective and proper working environment had called for improvement of the job performance of the academic staff in tertiary institutions. Therefore, according to the paper, the federal government and other stakeholders involved in the administration of tertiary institutions in Nigeria ought to have ensured that a proper working climate was created in all tertiary institutions in Nigeria (Emmanuel, Kasimu, and Matakhitswen, 2024).

Studies on the motivation of academic staff in the education sector show that working conditions, rewards, pay, and promotion strongly impact motivation. Employees have different personality traits and motivational pulls; some staff perform well provided they are reasonably paid, while others require appreciation from managers, co-workers, and the public. The performance reviews encourage rivalry among employees. It becomes evident from the analysis of the two that extrinsic and intrinsic job content have differential effects on motivation. Thus, research is essential in creating wealth and public support, an important aspect of sustainable development (Rahim Basha, Pardhasaradhi, and Teki, 2021).

Various studies examine the effectiveness of academic personnel and how it impacts the productivity of their respective institutions. According to Igbojekwe P. A. et al. (2015), “performance appraisals and evaluations” are systematic processes that provide employees with feedback on their work and opportunities for advancement and reward. Three categories of criteria can be used to evaluate academic staff in universities and colleges: “teaching, research, and service.” Many academics examine the practices that principals in their institutions employ. Wiyono (2017) investigated the impact of self-evaluation on principals' practices and its effect on teachers' “job motivation, teamwork effectiveness, and school improvement.” It has been determined that teacher job motivation and the school atmosphere can be significantly enhanced by self-evaluation. According to Alam et al. (2019), there is a favorable relationship between an institution's performance and the function of the principal.

Hussain et al. (2019) examined the Principal's commitment to "power, college culture, and efficacy in decision-making procedures" to determine the impact of participatory decision-making on improving the overall performance of teachers and students. According to statistical evidence, a principal's dedication is significant in deciding “power, power influence, culture, and culture effectiveness” regarding specific decision-making processes and impacting educators and pupils.

According to Pingle's (2006) research, principals view their leadership practices similarly, regardless of how their school is rated. The study examined principals'

practices using five tenets: "encouraging the heart, modeling the path, questioning the process, inspiring shared vision, and empowering others to act." Garwe (2014) examined how institutional leadership impacted educational quality in "Zimbabwe's higher education institutions" by direct observation and documentation analysis. The institutions where “institutional leadership” is implemented have been shown to maintain excellent standards. To determine the part a principal's leadership style plays in inspiring employees to dedicate themselves to their work, Naile & Selesho (2014) performed research. “Staff motivation and principal leadership” were positively correlated in the study. Empathy and worker output are raised by “transformational leadership, " which results in contented workers.

Hooijberg (1996) investigated that behaviorally complex managers outperform their less complicated counterparts regarding leadership conduct. The study concluded that peers, superiors, and subordinates benefit greatly from behavior repertoire. Using a “360-degree feedback method”, Hooijberg & Choi (2000) investigated how different raters are in the leadership roles they identify with effectiveness and how much their assessments mirror those of other raters. The study discovered that various leadership roles are connected with effectiveness based on the rater-rate interaction. Gochhayat (2017) researched to offer a fresh understanding of educational leadership using an integrative, multilevel methodology. The impact of "multilevel leadership" (MLL) on the effectiveness of technical educational institutes is examined through the data collection from 153 heads of engineering and management institutes throughout India and 306 subordinates who work with the heads of the institutes. It has been shown that "multilevel leadership" increases organizational effectiveness.

Trivellas and Dargenidou (2009) investigated how leadership positions affect the caliber of services offered in higher education. It has been discovered that various leadership positions are associated with multiple aspects of the quality of services provided by higher education. Masron and associates (2012). created a framework for academic staff KPIs. The following primary KPIs were determined after examination: 1. Teaching 2. Supervision 3. Research 4. Publication 5. Discussion. Various studies examine the

effectiveness of academic personnel and how it impacts the productivity of their respective institutions.

Abdulsalam and Mawoli investigated the link between "Academic leadership" and performance (2012). The results indicated a middling relationship between the institution's success and academic leadership. Victor and Babatunde (2014) discovered in their case study that academic staff performance in "higher education" is impacted by leadership. Türk, K. (2008). Academic staff remuneration and performance evaluation at the "University of Tartu." In their case study, Ishaq et al. (2014) created five primary KPIs for the institution. These were “publishing, consulting, services, teaching and supervision, and research and innovation.”

Abdulsalam and Mawoli examined the connection between "Academic leadership" and output (2012). The performance of the institution and academic leadership were shown to be somewhat correlated. This study examined academic staff performance levels in "Nigeria's North West" geopolitical zones. It was discovered that "teaching, supervising, research and publication, innovation, and community services" were appropriate indicators for using "factor analysis" to assess the effectiveness of academic staff at polytechnics. According to the descriptive results, "community service, research and publication, teaching, and supervising" received high marks.

According to Igbojekwe P. A. et al. (2015), performance appraisals and evaluations are systematic processes that provide employees with feedback on their work and opportunities for advancement and reward. Academic staff at universities and colleges can be evaluated based on three criteria: "teaching, research, and service." The primary duty of an academic is to teach. The creation of “Key Performance Indicators” (KPIs) based on “balanced scorecards” is covered in this paper. The “operational performance indicators” were developed through “workshops, meetings, and discussions” involving focus groups. Fourteen KPIs were defined under "instruction and supervision, research and innovation, publication, consulting, and services."

Abdulsalam D. et al. (2012) examined the connection between research “performance and motivation” and the interaction between the two. The findings show that

“motivation and teaching performance” have a somewhat positive link, while motivation and research performance have a weakly negative correlation. It also demonstrates that motivation significantly impacts “teaching performance” but has no discernible effects on “research performance.” “Transformational leadership” was found to be a positive and substantial predictor of academic staff productivity in a study by Ridwan, R. (2021) on the relationship between a principal's leadership and the performance of their staff. Based on this, it was determined that improving employee productivity required “transformative leadership.”

Ahmad H. et al. (2010) concluded that an “employee's performance” correlates with weekly job satisfaction. They also looked for factors influencing “job satisfaction” and its link to other variables. The study further reveals that, compared to employees who are less disposed toward their work, those with higher organizational commitment perform well and have higher satisfaction levels. Okendu, J. N. investigated whether academic staffing programs in "Rivers State, Nigeria" are affected by the strategic planning of university human resources programs (2012). According to the study's findings, "good condition of services, acquisition of stable working environment, priorities to academic staff, research grant programs, promotion of academic program enhancement, and a committed, hard-working environment" seemed to be greatly helpful in planning and developing an effective academic human resources program in universities.

Khan investigated the professional attitude of higher secondary school teachers, F. et al. (2013). The findings demonstrated that most teachers had a moderate to unfavorable attitude toward the teaching profession and its related fields. The findings also showed that male teachers in the science stream and science stream instructors had a more favorable professional attitude than female teachers and art teachers. Research conducted by Ridwan, R. (2021) on the impact of leadership on academic staff performance found that educational leadership was a significant positive predictor of “academic staff productivity and that leadership” is a crucial component in raising staff productivity. Abdulsalam D. et al. (2012) looked into the connection between research performance and motivation and the interaction between the two. The results

demonstrate a robust positive correlation between teaching performance and motivation and a little negative relationship between motivation and research performance. It also shows that motivation significantly affects teaching performance but has no appreciable effect on research performance.

The performance of academic staff in various institutions has been studied. It has been concluded that the leadership of the institutional head has a significant effect on performance. The variables of educational leadership have been identified in various studies. Five key variables have been identified: “teaching, supervision, research and publishing, innovation, and community services.” These institutions, particularly polytechnics, are responsible for imparting technical knowledge and skills and providing services to the community. So, as per the review, the framework of academic staff performance will be as follows:

Figure 2. 3, Framework of Academic Staff Performance

Academic Staff Performance	Research & Publication
	Innovation
	Teaching
	Supervision
	Community Services

2.4 Academic Staff's Expectations from the Principal

Sofia, Syaidah, and Shunhaji (2023) focused on the effectiveness of the school principal’s communication in enhancing the teachers’ performance. The trust and support between the principal and the teacher must be established through proper communication. This study used qualitative research, and the research design used in the study is known as a narrative research design conducted among five class teachers from an elementary school located in the “Cibitung Sub-District, Bekasi Regency, West Java Province.” The data collection techniques used during the research included interviews, observation, and documentation studies. Data analysis was conducted through inductions and themes in NVivo 12 Plus software, whereby participants’ statements were assessed, analyzed, and categorized into themes. The study proved that the principal means of communication influenced the performance of classroom

teachers according to principles laid out by the principal. This paper helped develop effectiveness in communication by school principals, and as a result, the quality of educational units was improved. The findings were meant to help policymakers shape the strategies that school principals could use to lead educational units.

Hsieh et al. (2024) establish the moderating effect of the principal's EI (emotional intelligence) and teachers' OT (organizational trust) on teachers' OCB (organizational citizenship behavior). Questionnaires were distributed and completed by 521 elementary teachers in Taiwan, covering the four domains of self- and social-emotional development. The findings indicated that teachers' OCB was a function of the principal's EI; the principals with high EI fostered higher levels of OT. The development of EI in a school promotes a positive school culture that enhances the growth of teachers to achieve their full potential.

To examine the perceptions of their leadership abilities between school administrators and the instructors they oversee, Niqab et al. (2015) conducted research. The study's findings demonstrated a substantial discrepancy between administrators' assessments of their leadership qualities and those of the teachers who work under them. Arikewuyo (2007) concluded that teachers do not understand the significance of ICT and regard themselves as having limited capacity to use it. Teaching and learning are less critical to principals than custodial services like administration and management.

Brezicha et al. (2019) used a "descriptive and inferential stratified method" in 29 countries to investigate the relationship between teachers' perceptions of decision-making and their principals' perceptions of job satisfaction. They concluded that when principals give their teachers opportunities to participate in decision-making, they feel more invested in the process and are more satisfied with their jobs. Price (2015) examined the relationships among "student achievement, school climate, leadership qualities of the principal, and faculty confidence" in the principal. It was found that the principal's leadership style affects "faculty trust, academic performance, collegial leadership, and instructional leadership" through "correlational and regression

analyses" of the variables gathered from 64 elementary, middle, and high schools across two school districts that served as the study's foundation.

Mensah (2016) researched the polytechnic instructors' perceptions of the leadership styles of the rectors and the connection between the tutors' job satisfaction and the rectors' perceived leadership styles. Tutor work satisfaction and the polytechnic rectors' perception of the tutors' leadership style were significantly correlated. Tutor work happiness and the polytechnic rectors' beginning structure leadership style were significantly correlated. The study by Al-Mahdy et al. (2016) aimed to determine how Omani teachers felt about servant leadership, how satisfied they were with their jobs, and how various demographic variables affected their opinions. It has been discovered that teachers believe school principals exhibit a moderate amount of servant leadership. The teachers' work satisfaction and career advancements were poor.

A. Dion et al. (1998) used an empirical evaluation service expectancies model to examine supplier, manufacturer, receiver, or customer expectations. The model explained consumer perceptions of service quality and satisfaction to some extent. A noteworthy discovery revealed that consumers seem to bear a certain degree of service performance, and the importance of this tolerance is associated with perceptions of service quality. According to Engelhart (2012), educators must have a favorable work environment and a sense of trust. According to this study, teachers are more satisfied when school principals demonstrate servant leadership. Elementary school principals should consider the barriers to teachers' job happiness.

Because consumers have high expectations for an offering and providers have preconceived notions about what customers want, Headley, D. E., & Choi, B. (1992) used a gap assessment approach to achieve service quality using a fundamental statistical approach. If there is a significant difference between these critical perceptions, service quality and the organization's long-term success are at risk. There should be considerable communication between the supplier and the client to attain optimal outcomes. One must pay attention to the client to comprehend the "gap" between their and the provider's perceptions. It will improve service quality to close the

gap between manufacturer and consumer. According to a study by Aslanargun, E. (2015), teachers have expectations from the principal in subcategories: “leadership, satisfaction with the current administration, understanding and support, justice and equality, communication, physical equipment, and school development”; these expectations also include value-based informal behaviors like “consultation, fairness, respect, cooperation, appreciation, confidence, and motivation.”

Kiranli, S. (2013) also conducted a study to find out more about the expectations and perceptions of instructors from the leader. These fell under three categories: “working with colleagues, professional development, and institutional development.” It was discovered that educators typically held high views and expectations for institutional leadership positions. Nevertheless, their perceptions were lower than their expectations. M. Niqab et al. (2015) conducted a study to compare principals' perspectives on “communication skills, commitment, empathy, self-management, comfort, influence, time management, decision-making, and overall perceptions” of these traits as perceived by teachers who report to them. The findings demonstrated a substantial discrepancy between principals' assessments of their leadership qualities and those of the teachers who work for them. The study's findings imply that the principals of the investigated schools lacked leadership abilities. Subsequent investigation showed that although the majority of the principals thought highly of them as leaders, this was refuted by the opinions of their subordinates. It suggests that the principals under examination were either incapable of influencing the views of their subordinates or lacked the interpersonal skills required to motivate them.

A leader who knows what his team expects of him performs better and fosters stronger relationships and a friendly atmosphere. According to the literature review on these subjects, a principal should possess the following expected leadership qualities: ease of communication, empathy, decision-making, influence, self-management, time management, and dedication. Subordinates view principals who are aware of these requirements as competent leaders. Research is done on what teachers anticipate from the principal. As judged by educators, the characteristics of principals concluded in these numerous studies that the staff expected three types of talents from the principal:

institutional management, ethical, and human. Multiple investigations on this subject have concluded that there are gaps in knowledge regarding the leader's expectations. It was discovered that the principal only answered 25% of expectations. Studies on instructors' expectations and impressions of the leader were also conducted.

It was shown that educators typically held high standards for and views of their positions as institutional leaders. On the other hand, their expectations exceeded their perceptions. The research findings revealed a lack of leadership abilities among the principals in the investigated schools. Subsequent investigation showed that although their subordinates' opinions contradicted this, most principals thought well of them as leaders. It demonstrates that the principals under investigation lacked interpersonal skills and could not change their subordinates' opinions. The study concluded that a principal needs to know what his staff members anticipate of him.

2.5 Teamwork Practices in Institutions

Khoa and Huynh (2024) formulated a knowledge-intensive teamworking model for HEIs (higher education institutions), intending to enhance KU (knowledge utilization). This is because it revealed that educational background, leadership, and the use of social media are critical in knowledge management operations and that the interplay of the process phases fosters teamwork. Thus, the following research outcomes create a framework for promoting a culture of unlearning, personal responsibility, and collaboration in HEIs.

Simone, Burris, and Melville (2023) explored the challenges and benefits of collaborative practices in higher education essay writing. It reveals that collaboration can yield positive outcomes but also lead to dysfunctions. The study, which used interviews, peer reviews, and questionnaires, identified functional attributes such as clear communication, respect, commitment, and accountability. Disadvantages included lack of trust, miscommunication, poor commitment, disrespect, and limited time management skills. The findings suggest that educators can use best practices to create and promote functional and practical teams in the teaching and learning environment.

A team is any collection of individuals collaborating to accomplish shared objectives and deliver high-caliber services. More "emotionally secure, self-assured, and capable of creating productive ideas and decisions" with others can be attained by team members through collaboration. It also makes creating a positive work atmosphere more accessible with "achievable goals, inventive activities, and uplifting strategies and ideas." On the other hand, deficient conceptions and procedures related to teamwork can lead to "bad morale, unhappiness, low productivity, and occupational failure," which can be detrimental to the organization (Vašková, 2007).

Workers in companies without a strong cooperation culture typically struggle to meet goals and realize organizational objectives, in addition to not delivering the desired outcomes. A teamwork idea must be included to support employees in collaborating creatively toward shared objectives and goals. When a team needs to use a “wider range of expertise, judgment, and opinion, the team performs” better at work than an individual does. When people “work together, productivity increases significantly” in areas that call for “operational management, innovative problem-solving, and a high degree of adaptability” (Vašková, 2007). The “positive energy” of teamwork is essential to every business or institution's success. It enables workers to realize their potential, develop as individuals, and acquire the skills to do jobs quickly and effectively. Employees who experience "positive contacts and teamwork" are also more able to recognize the value of collaboration in "advancing human civilization and supporting others" in reaching the common goals that all people need to achieve.

"To achieve the intended goals, firm success is reviewed by senior management, and economic growth is under control because corporate teamwork is the only way anything gets achieved with quality and efficiency," claim Sanyal and Hisam (2018). Workplace success is primarily attributed to most successful firms not hiring people who cannot work in teams to resolve disagreements and accomplish various duties. Humans have used the concept of cooperation for a very long time to solve multiple problems, meet their basic needs and requirements, and make better judgments that will benefit all groups of people. Therefore, another way to define collaboration is as a “powerful ability shared by a group to make more effective decisions.”

According to the study, teamwork is essential to every organization's success. The team's mentality and the relationships between members improve as a result. The various teamwork practices identified by multiple studies are recognition reward, sharing the vision and clarity of the role, effective communication, task interdependence, coordination feedback, task interdependence, and Mutual trust. Few other studies have identified interdependence, individual effectiveness, autonomy, communication, coordination, Shared vision, and teamwork practice training as teamwork practices used in institutions.

Researchers have identified other factors as teamwork practices, including shared trust, coordination, task interdependence, instilling motivation, fostering creativity, interpersonal skills, effective communication, coordination, and collaboration. High performance is also a result of teamwork techniques like “better communication, task coordination, and views of effectiveness, quality, safety, and relationships among team members.” The review revealed that the Institutional team leader employs several critical teamwork practices to foster and sustain collaboration. These practices: “interpersonal skills, effective communication, role clarity, mutual trust, task interdependence, shared vision, reciprocal support, autonomy, effective coordination, task independence, team cohesion, feedback, recognition and reward, and teamwork training.”

2.6 Staff Performance and Teamwork

Human resource management is essential. Teamwork is also a crucial factor that should be valued, as numerous investigations have proved that it affects the organization’s performance. The researchers' literature review process allowed for identifying key factors that affect teamwork and organizational performance. The goal was to determine the concept of Organizational human resource management to enhance performance now and in the future by concentrating on these elements. The overall purpose of human resource management is to help such organizations to withstand difficulties and run effectively.

Academics and practitioners have conducted numerous studies on the effect of cooperation on workers' occupational performance in the past years (Jones, Hanton, and Connaughton, 2007). This focus is being paid to the practical idea of cooperation, which substantially impacts the productivity of any firm and its staff. According to some experts, teamwork is a critical professional skill required to activate and improve employee performance and accomplish and reach the latter's plans, aims, and objectives. Numerous elements explain and shed light on the relationship between cooperation and the caliber of work performed in the workplace.

Jones, Hanton, and Connaughton (2007) state that understanding the relationship between collaboration and performance is crucial since some scholars believe that cooperation significantly improves a firm's performance. Team members grow in their capacities, expertise, and knowledge (Froebel and Marchington, 2005). Experts and researchers have demonstrated effective teamwork behaviors and concepts to increase employee productivity and performance and enhance workers' ability to handle unforeseen and urgent difficulties at work and overcome disagreements.

Cohen and Bailey claim that teams replace individuals as the essential components of an organization (1997). Schools have made cooperation a core education component in the twenty-first century to provide students with the knowledge and abilities to pursue careers. Critical work environment requirements, such as conflict resolution, communication, teamwork, and positive interpersonal skills, are being defined by managers. All of these are essential professional skills. Managers and companies continuously seek individuals with cooperation and collaboration skills because these are critical competencies in any business.

That concept of collaboration is genuine when a group of people work together to complete a task or goal. Due to this skill's growing importance, several large corporations have developed proprietary tests to evaluate employees' cooperation abilities. As a result, working well with others became a critical skill for any candidate for employment. Because teams have been a part of human society since their inception and expansion thousands of years ago, they are an instrumental and essential concept in

any professional and developmental process. Teamwork is a precise organizational statistic showing many traits in corporate and non-profit organizations. Teamwork is an exact organizational statistic that offers a variety of traits in various types of enterprises, including nonprofits (Manzoor, Sheikh Raheel et al., 2019).

According to Conti and Kleiner, teams offer greater chances for involvement, challenges, and a sense of success (1997). Some companies have started incorporating team-based techniques into their work processes to maintain worker productivity and emphasize the importance of working together as a cohesive unit to achieve the organization's objectives best. A team-based strategy is a fundamental approach that people of an organization take to collaborate in groups to complete tasks. Due to the use of these tactics in the workplace, managers of these types of businesses are elucidating the value of cooperation and its capacity to improve the working environment for employees and raise the degree of creativity, productivity, and success.

2.7 Leadership Structure

Mishra and Aithal (2024) focused on the leadership of higher learning institutions in introducing an outcome-based education system. It is more about familiarizing yourself with the National Education Policy (NEP) 2020 and the changes it brought about regarding the quality and involvement of the faculties. The respondents for the study were drawn from 53 B-schools across India, and 53 academic leaders were asked to fill out the questionnaire. By analyzing the results, it is possible to conclude that performance counseling and the training of faculties can enhance the interested parties and the engagement level to achieve the intended NEP objectives. The study also defines and assesses the characteristics of academic leadership for academic, administration, and research work. A conceptual model for a role model/super academic leader is also presented in the paper.

A team cannot work effectively without consensus on tasks and equitable job distribution among team members. Team members or management must provide structure and leadership for the details of the task to be agreed upon, as well as how the unique abilities fit together to integrate. Research on the behavior of leaders and the

efficacy of teams has been done extensively. According to Bucic and Ramburuth (2010), a leader's leadership style, “transformational, transactional,” impacts the team and is essential to the learning and performance of the team. A leader's ability to express a “clear vision, comprehend corporate culture, concentrate on performance improvement, and foster innovation” impacts goal attainment. Leadership ideologies affect employee happiness and productivity. Members of a contented team are more likely to look for opportunities to support the team's objectives professionally. To succeed, a team needs clearly defined roles and duties and a transformative leadership style. A strong leader will inspire, mentor, encourage, and push his group to reach new heights of achievement.

The organization's leader must implement better team practices to foster teamwork. Conley, S., Fauske, J., & Pounder, D. G. (2004) identified the necessary variables for implementing better teamwork. “Reward/recognition, training is given, school support, conducive physical environment, training sought, team autonomy, task clarity, and interpersonal processes, group norms, the mix of expertise, coordinating efforts, group size, and weighting/balancing inputs are the features of the practice design” that are identified based on these factors.

Bruhn et al. (2006) concluded that autonomy, training, and feedback are the best methods for fostering teamwork in any institution. Luca and Tarricone (2002) discovered that a successful team requires dedication to the team's success and shared objectives, as well as “open communication, interpersonal skills, interdependence, constructive criticism, and an appropriate team makeup.” Team members must be dedicated to “leadership, accountability, and team procedures.” In other words, they must own up to their responsibility for contributing to the project and the team. They also need to understand their roles in the team and what is expected of them regarding team and project contributions. Implementing cooperation through training necessitates interdisciplinary collaboration and the creation of a shared vision, according to Sudano et al. (2015) case study on the subject. Trust is a critical component of teamwork activities, according to Ogbonnaya and Messersmith's (2018) conclusion that teamwork practices enhance university performance. When team members prioritize social contact

over team responsibilities, it is easy to understand how social loafing affects team performance. According to Pearce and Ensley's (2004) research, the critical components of good collaborative practices include innovation, shared vision, and innovation efficacy. The findings show that social loafing is a significant factor in the decline in team effectiveness.

George (1992) found that work visibility and intrinsic participation were essential to mitigate the potential negative impacts of social loafing. Ma, Z. et al. (2017) state that team efficacy mediates the relationship between ability-enhancing practices and team creativity. In contrast, knowledge sharing mediates the association between motivation-enhancing activities and team creativity. In their study on "working as a team" or "teamwork," Woodfield and Kennie (2008) discovered that the primary factors influencing teamwork practice are: “decision-making clarity; time management; team development and agenda-setting; defining team roles and behaviors; taking location and resources into account; and a focus on collective performance management.”

Reilly, Lynn, and Aronson (2019) also determined that “extraversion, agreeableness, conscientiousness, emotional stability, and openness” to new experiences form the foundation of collaborative activities. In evaluating the role of collaboration, Bahati, H. (2013) examined critical teamwork practices such as employee rewards programs, “performance evaluation processes, decision-making and accountability, and preventing some team members from becoming inattentive.” The debriefing process of cooperation and the inclusion of "group-level goals, individual-level goals, or no goals at all" are covered by Gardner et al. (2017). Teamwork training is crucial for implementing teamwork (Baker et al., 2006). To accomplish teamwork aims, there must be interdependency inside and across teams while implementing teamwork (Taplin et al., 2015). “Coordination, collaboration, communication, and decision-making” are crucial aspects of teamwork practices that can be further enhanced by “staff expertise, communication, documentation, and interdisciplinary interactions” (Scaria, 2016).

According to Xyrichis & Ream (2008), “interdependent collaboration, open communication, shared decision-making, information sharing, awareness of

professional responsibilities, common goals concerted effort, and interdependent cooperation" are the keys to successful teamwork. A. Kaba et al. (2016) shared that mental models, a team mentality, and reciprocal trust are the building blocks of teamwork. For instance, previous research has shown that brainstorming reduces rather than increases ideas and productivity. This impact can be explained by cognitive stress and "social loafing." Similarly, qualities that foster group cohesion, like teamwork and mutual trust, may also raise the possibility of "groupthink" and group conformity bias, resulting in less wise choices.

The quantity of practical team-building exercises and structured communication programs that are available. Suggestions for future work include standardizing operational procedures and training, improving teamwork, and gaining a deeper grasp of the interdependencies between teams and their organizational shell (Xiao et al., 2013). According to Kerr (2009), autonomy is complementary to integrating collaboration. When employees have professional autonomy, or vice versa, teamwork may be most successful. Berlin, J. M. (2014) shared that "accountability, gratitude, and foresight" are common motivators for implementing cooperation. The prevalence of a silent contract is emphasized as the reason for the team's cohesiveness. To increase the effectiveness of teamwork, try "team training, leadership development, team building, and team debriefing" (Lacerenza et al., 2018).

According to Fitzgerald and Theilheimer (2013), collaboration is induced through professional development activities. The researchers categorized data about collaboration into four areas: "instructors' trajectories and knowledge about them, teachers' referrals to one another, the quantity and frequency of communication, and indications of a common philosophy." It became evident that taking risks is essential for instructors to learn together and that these risks require an "environment of trust, respect, open communication, and well-organized processes." Leadership's willingness to take on new tasks, be creative, and allow for teacher autonomy was essential to maintaining this atmosphere. Polega M. et al. (2019) observed that principals implement various initiatives to foster teamwork among teachers. These include "scheduling schedule modifications to increase common time and availability for meetings,

organizing team-building activities, offering professional development and teamwork training, creating “professional learning communities” (PLCs), and holding regular meetings” organized by grade levels or discipline areas.

These results about the steps principals take to promote teamwork indicate that, although they are generally in line with teachers' expectations, they still need to keep working toward a more systemic view of their efforts to help students gain a deeper comprehension of teamwork and create a collaborative culture in their schools by establishing common objectives (Drago-Severson & Pinto, 2006). A school that prioritizes student success and fosters a culture of teamwork and collaboration would be one that Cetin and Keser (2015) characterize as a place where adults learn continuously and collaboratively. Teachers' needs, expectations, and preferences must be considered to create a school culture that supports their partnership.

2.7 Theories Related to Vocational Education in Himachal Pradesh

Vocational education serves as a critical component in the development of a skilled workforce, contributing to regional economic growth and addressing employment challenges. A thorough exploration of relevant theories provides a robust framework for understanding and improving vocational education in the specific sociocultural and economic context of Himachal Pradesh. The theories reviewed here include Social “Cognitive Career Theory, Human Capital Theory, Constructivist Learning Theory, and the Capability Approach”. These theories are analysed for their applicability to vocational education in the region.

Social Cognitive Career Theory, emphasizes the role of self-efficacy, outcome expectations, and personal goals in career decision-making and development (Ennes et al., 2023). SCCT suggests that individuals’ career choices are influenced by their belief in their ability to perform tasks (self-efficacy) and the expected outcomes of these tasks. In the context of Himachal Pradesh, SCCT can guide strategies to enhance vocational education by addressing the confidence and aspirations of students. The state's largely rural population often faces limited exposure to diverse career opportunities, leading to constrained career aspirations. Integrating SCCT into vocational training programs can

help educators design interventions that build students' self-efficacy through practical skills training, career counselling, and exposure to role models from various industries. Such approaches can motivate students to pursue careers aligned with their interests and abilities, while also meeting the region's economic needs.

Human Capital Theory posits that investments in education and training enhance individuals' productivity, leading to economic growth (Eide and Showalter, 2010). This theory underscores the economic rationale for vocational education, framing it as a mechanism to equip individuals with skills that increase their employability and earning potential. Himachal Pradesh, with its focus on agriculture, tourism, and small-scale industries, can leverage Human Capital Theory by aligning vocational education curricula with the demands of these sectors. Policymakers can emphasize industry-specific training programs that address local labour market needs, such as horticulture techniques, sustainable tourism practices, and traditional crafts. Additionally, fostering partnerships between vocational training institutions and local businesses can ensure the relevance and effectiveness of training programs.

Constructivist Learning Theory emphasizes the importance of active, experiential learning. It advocates for learner-cantered approaches where students construct knowledge through hands-on experiences and social interaction. Applying Constructivist Learning Theory in Himachal Pradesh's vocational education context involves creating interactive and practical learning environments (Chand, 2023). For instance, students can engage in real-world projects, internships, and apprenticeships within local industries. Incorporating traditional knowledge and practices into the curriculum can also enhance the cultural relevance of vocational education. By fostering critical thinking and problem-solving skills, constructivist methods prepare students to adapt to changing economic conditions and technological advancements.

The Capability Approach focuses on expanding individuals' freedoms and opportunities to achieve their valued goals. In education, this theory highlights the importance of providing equitable access to learning resources and opportunities that enable individuals to realize their potential. The Capability Approach is particularly relevant

for addressing disparities in vocational education in Himachal Pradesh. Many rural areas lack adequate infrastructure, qualified instructors, and access to advanced technologies. Policymakers can draw on this theory to design inclusive vocational education programs that bridge these gaps. Initiatives such as mobile training units, digital learning platforms, and scholarships for marginalized groups can promote equity and empower students to pursue their aspirations.

The application of these theories to vocational education in Himachal Pradesh requires an integrated approach. For instance, SCCT and Constructivist Learning Theory can be combined to develop programs that build self-efficacy through experiential learning. Similarly, Human Capital Theory and the Capability Approach can inform policies that prioritize economic relevance while ensuring inclusivity and equity. By aligning theoretical insights with the region's unique socio-economic context, vocational education can be transformed into a more effective and empowering system. In conclusion, these theories provide valuable perspectives for enhancing vocational education in Himachal Pradesh. Their combined application can address the region's challenges while unlocking opportunities for individual and community development. Further research and localized implementation strategies are essential to maximize the impact of these theoretical frameworks on the region's vocational education landscape.

2.8 Research Gaps

Examining every pertinent piece of literature on the subject provided a chance to look at how academic staff performance is impacted by educational leadership. India has started emphasizing vocational education to reduce the mismatch between the required skilled human resources and the available skilled workforce. The other exciting factor is that many unemployed technical human resources are available; on the other hand, the country is facing a shortage of skilled workforce. In recent years, the Government of India has taken various initiatives to address these issues by starting schemes like NVEQF (National Vocational Qualification Framework), Skill India Mission, and UDAAN.

To make these schemes a success story, ground-level work is required. There are Institutions such as “Engineering Colleges, Polytechnics” and ITIs where the training is imparted through competent academic staff. The role of academic staff in a Polytechnic is very challenging, and its performance is very much required to impart proper knowledge and skill to the students undergoing training to make them employable as per the needs of the industry. Educational leadership practiced in polytechnic certainly plays an essential role in the “performance of academic staff.”Faculty members are the soul of any institution, and their attitude, teamwork, and job satisfaction play a crucial role in their performance. If they find the expected qualities in their Leader, the performance will be better. So, the expectations of faculty from their principal must be understood.

In the available literature, it has been found that much has been done worldwide on educational leadership in general education, and only a few studies have been done on vocational education. Previous researchers have tried to explore the status and functioning of technical higher education institutions established by the private sector in India. The researchers have been attempting to investigate various aspects of these institutions both qualitatively and quantitatively. However, the efforts and findings of the previous researchers leave much to be explored for future researchers. The studies on the functioning of “Government technical education institutions” in India are very limited in number, in general, and no exclusive effort has been made in this regard, particularly in the state of Himachal Pradesh, to study the functioning of Polytechnics. The literature also found that vocational education requires additional attributes of educational leadership. Although polytechnics have not been the subject of any research, they play a significant role in providing vocational education. Therefore, a study on "Educational Leadership and Performance" of Academic Staff in Government Polytechnics in "Himachal Pradesh" is required to close this gap.

Chapter 3 - Research Methodology

In this chapter, the objectives of the study, hypothesis framed, research design and methods, reliabilities and validity of instruments are studied:

3.1 Introduction

The research method is to learn new information to provide an answer. It is a process in which the researcher gathers the information. Information was compiled from various respondents by doing a lot of fieldwork, which was further interpreted by applying different analysis techniques. Research continuously contributes to the betterment of society and keeps on adding knowledge. The use of IT tools and software has eased the research work and has also made this process more authentic.

The research data is collected, analyzed, and interpreted to understand the underlying phenomenon. Research is a systematic process of defining objectives, collecting and analyzing the data, and communicating findings within the fixed framework per the stated guidelines. These guidelines and frameworks offer researchers evidence of what should be included in research (Williams, C., 2007).

Research refers to the search for unknown facts. It is the exploration of facts of strange problems. Research methodology is a sequential approach to identifying the problem. The current study examines how academic staff members at "Himachal Pradesh's government polytechnics" perform regarding educational leadership. The principal's perceptions of understanding academic staff expectations are observed, and the Gap is analyzed.

The principal's role in managing his team is examined through qualitative research on how teamwork is induced and controlled in the institution. Further, through quantitative analysis, the effect of educational leadership on the attitude and performance of academic staff is analyzed. This is mixed research, as quantitative and qualitative methods are used. The recommendations are made to preserve a stronger rapport between the academic staff and the principal of the "Government Polytechnics of Himachal Pradesh." The primary data used in the research was collected through Google

Forms, online interviews, and offline focus group discussions from all the government polytechnics of the state.

3.2 Need and Scope of the Study

India has to fulfill the growing ambitions of its youth as it works to become a global knowledge economy. Focusing on developing skills pertinent to the changing economic landscape can help achieve this to some extent. The problem is to increase the quality of these facilities in addition to their massive numeric expansion, which is just as vital (NPSDE,2015). The effectiveness of technical education is crucial in helping students develop the knowledge and skills necessary to meet industry demands and find employment.

In “Himachal Pradesh,” technical education is a significant component of the state's overall educational system and is essential to the social and economic advancement of the region. Additionally, it fosters the State's human resource development by generating and supplying skilled labor, raising industrial productivity, and raising the standard of living for its citizens.

Because the terrain is hilly and has harsh geographical conditions, most government institutions are imparting technical education to the youths of this state. In each district, at least one Government polytechnic was established, offering engineering diploma courses to the students. Private engineering institutions have been opened in the last decade, but most have been closed. In recent years, a downward trend has also been seen in admission to Government Polytechnics.

There is a need to study staff performance and how it could be improved by their institution heads, i.e., Principals. In the available literature of various studies, most of the work has been done on general education, and only a few studies have been conducted on vocational education. In educational leadership, most studies are conducted to identify the type of leadership and leadership styles, and no study has been undertaken to find the effect of educational leadership on staff performance. This gap has led to surveying educational leadership and academic staff performance.

Thus, the current study investigates the connection between academic staff performance at Himachal Pradesh's government polytechnics and educational leadership. This study will contribute to understanding how educational leadership affects academic staff performance and offer additional recommendations on how principals and teachers may continue to have positive working relationships.

According to the researcher's suggestion, this study aims to determine how principals view academic staff members' expectations and how they promote teamwork among them. More research will be done to determine how educational leadership influences the attitudes and productivity of academic staff members. Recommendations for maintaining a constructive working relationship between the staff and the principal will be made based on this. The study will help the polytechnics in Himachal Pradesh create healthier work environments, which would surely boost the state's technical education.

3.3 Study's Objectives

The study objectives are formulated based on a comprehensive review of the literature. These goals examine the lack of awareness regarding academic staff expectations and the methods principals employ to foster and uphold teamwork among their staff. They also discuss the impact of educational leadership on academic staff's attitudes and work output, intending to recommend methods to principals for fostering a stronger rapport with their staff. Thus, the following are the study's goals:

1. To study the gap between academic staff expectations from the principal and the principal's understanding of academic staff expectations
2. To study the practices used by principals in inducing and maintaining teamwork among academic staff.
3. To study the effect of educational leadership on academic staff attitude and performance.
4. Suggest the best practices for maintaining a good relationship between the Principal and academic staff.

3.4 Conceptual Framework of Research

Based on the available literature, the proposed conceptual framework model is prepared as follows:

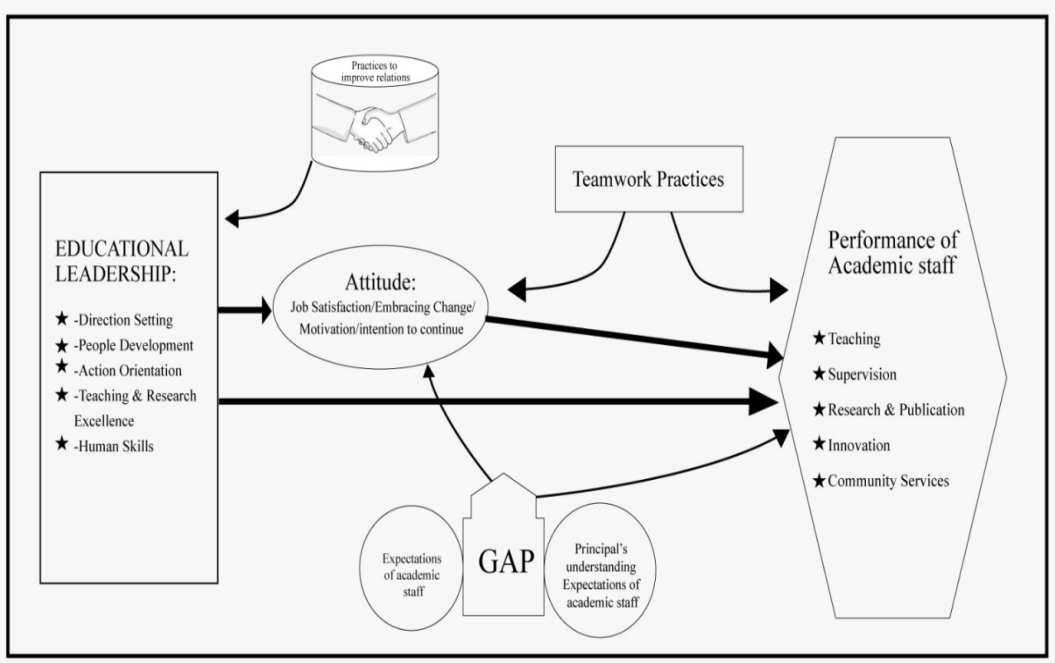

Figure 3. 1, Conceptual Framework

3.5 Research Design

This exploratory mixed research project aims to determine how academic staff performance at Himachal Pradesh's polytechnics is influenced by educational leadership.

3.5.1 Population

"The research population, or the target population, is the broader group from which the sample is taken" (Michalos, A. C., 2014). There are 15 "Government Polytechnics in the Himachal Pradesh". A principal heads each Polytechnic. Each polytechnic has various disciplines or departments, and depending on the need, the government approves different disciplines. The academic staff of each Discipline consists of a "Head of Department (HOD), Senior Lecturers, and Lecturers." Each Discipline has one post of HOD, One post of Sr. Lecturer, and three posts of Lecturers.

Table 3. 1, Research Design

Research Design			
To investigate the discrepancy between the principal's expectations and what the principal knows about the expectations of academic staff	Ho (1.1) The principal's expectations for academic staff and the principal's comprehension of these expectations are not significantly different.	Principal's Expectations Scale Questionnaire and Principal's Understanding Scale Questionnaire for Academic Staff Expectations	Levene's test for equality of variance and the t-test for equality of means.
To research the strategies principals employ to foster and uphold collaboration among academic staff.	N.A.	Semi-structured Interview schedules for Principals	N-vivo qualitative analysis of the interviews
To look into how academic staff members' attitudes and output are affected by educational leadership.	The principal's educational leadership does not significantly impact Ho (3.1) Academic staff attitudes. The principal's educational leadership does not significantly impact Ho (3.2) Academic staff performance. Ho (3.3) Academic staff members' attitudes have no discernible impact on their performance.	Academic Staff Attitude Questionnaire, Educational Leadership Scale for Academic Staff. Academic Staff Performance Questionnaire	Standardized score generations and principal component analysis and Structural equation modeling
To suggest the best practices for maintaining a good relationship between principals and academic staff.	N.A.	Focus Group Discussions Principals and Academic Staff	Qualitative analysis of the focus group discussions through N vivo

3.5.2 Sampling Technique

A purposive sampling technique was used in this research. All the polytechnics and principals are included in the selection of polytechnics. In the case of Academic staff, as in each polytechnic, there are different departments, so from all departments, HODs and a Sr. Lecturer are included, but in the case of Lecturer' 15 lecturers are selected randomly from each polytechnic. The target population in this research is the principal and staff of the government polytechnic. In staff it includes H.O.D.s, Senior Lecturers and Lecturers. In the sampling frame, all the government polytechnics are included, so all the principals will be part of the sample. All the H.O.D.s and Senior Lecturers of each discipline of all government polytechnics are included. In the case of lecturers, a maximum of 15 lecturers are selected randomly with the condition that at least a minimum of two from each discipline of any polytechnic so that they can represent the whole population.

The representation of each part of the population is ensured by involving all the factions of academic staff. The sample size is selected much more than the required number of participants. The data limitations are duly considered to avoid biases and regional variability by making sample selections from all the government polytechnics, and reliable data is collected through the latest digital platform by using Google Forms and online interview software. The data privacy was maintained, and all participants were assured that data collected from them would not be used beyond the purposes of this very research

3.5.3 Sample size

A suitable sample size must be used for research to yield valid results. If the sample size is small or small, the important associations or effects or estimates of the associations or impacts will not be précised. The complexity of large samples may lead to inaccurate results, making the process costly and time-consuming (Singh, A. S., & Masuku, M. B., 2014). Cochran, in 1977, developed a formula to calculate representative formulae for a finite population with a 95% confidence level and a 5% level of precision/error. The calculation for the required sample size is:

$$n = n_0 / (1 + (n_0 - 1)/N)$$

Here, N is the population size, and n_0 is the sample size determined by Cochran at a 95% confidence level and a 5% precision/error level, or 384. The sample size for the current investigation is determined using the following formulas:

1. Number of Government Polytechnics = 15
2. Number of H.O.Ds = 55
3. Number of Sr. Lecturers = 49
4. Number of Lecturers = 238
5. Total Population = 342

The process of selecting respondents for a finite population with a 95% confidence level and a 5% precision/error level is used to calculate the necessary sample size.

"N=N0/1+ (N0–1)/N"

"Necessary Sample Size=(Z-score)2*StdDev*(1-StdDev) / (margin of error)2"

95% – Z Score=1.96	99%– Z Score = 2.576
"Necessary Sample Size No" = ((1.96)2x .5(.5))/ (.05)2=385 **"Required sample size" =** N= N0/1+ (N0–1)/N **=385/1+(385-1)/342=182**	"Necessary Sample Size No"= ((2.576)2x .5(.5))/ (.05)2=515 **"Required sample size" =** N= N0/1+ (N0–1)/N **=515/1+(515-1)/342=206**

So, for a finite population of 342 Nos with a 99% confidence level and a 1% level of precision /error, the calculation of the required sample size will be taken as=206. Therefore, all 55 HODs, 49 Sr. Lecturers, and 180 Lectures selected randomly from each polytechnic were involved in data collection. All these 284 persons were sent questionnaires through Google form.

3.5.4 Data Collection

3.5.4.1 Quantitative Study

The questionnaires had two sections. The first section had demographic profiles of respondents, such as gender, age, experience, qualification, designation, salary, and discipline in Polytechnic. The second section comprises statements of all the variables of a particular objective. For hypothesis testing, the seven-point Likert scale, i.e., "1. Strongly Disagree, 2. Disagree, 3. Slightly disagree 4. Neither Agree nor Disagree, 5. Slightly Agree 6. Agree, 7. Strongly Agree" was used. The contents of the questionnaires have been validated by 12 experts from different educational institutions with doctorate degrees and vast academic experience.

The Google Forms consisting of all the fields of demographic profiles and statements have been created to collect the data through Google Forms. The 40 HODs, 19 Sr. Lecturers, and 225 Lectures were communicated telephonically or through message and WhatsApp to respond to the Google form sent to their email account; out of these data received from 30 HODs,12 Sr. Lecturers and 195 lecturers. The data obtained through Google Forms is kept in an Excel sheet for further use.

3.5.4.2 Qualitative Study

The data is collected from participants through:

1. Structured open-ended questionnaires were prepared for the second objective. The one-to-one interviews were conducted with Principals through Google Meet. The interviews were of 40 to 50 minutes. All the interviewers were contacted through e-mail and WhatsApp, and the meeting link was shared with the time slot. The interview was conducted on a pre-fixed date, and participants were apprised of the semi-structured questionnaire. These questionnaires were approved and validated by 12 academicians with doctorate degrees. The participant's consent was already taken for a recorded interview. However, their identity and responses will not be shared or disclosed. All the recorded interview data was further processed.

2. Focus Group Discussions were conducted for the fourth objective. Five prominent polytechnics were selected in these interviews, with several disciplines of more than four. Principals, HODs, and Sr. Lecturers of these polytechnics were involved in focus group discussions, with four lecturers selected randomly in each polytechnic. The focus group was informed about the subject and that their names and answers would not be shared with anyone at any point. The researcher conducted a focus group discussion. Each issue or point was put before the group, and the responses were recorded. All these responses are further analyzed.

3.6 The instrument's validity and reliability

3.6.1 Instrument Reliability

Cronbach alpha is the commonly used technique to test the reliability when the data is collected using the Likert Scale. The value ranges between 0 to 1 in this test. The collected data was tested for Cronbach's alpha, and the value was more than 0.7. therefore, the data qualified for the reliability test.

3.6.2 Instrument Validity

What needs to be measured is the Instrument Validity. The questionnaires were shared with 12 persons with doctorate degrees working in different esteemed institutions. These experts commented on the statements in the questionnaire, and it was found that the statement was clear and well-understood, which indicated that face validity was OK. Similarly, these experts gave their comments, and the validity index was more than 80% in the analysis of these comments. Hence, validity is established.

3.7 Questionnaire Design

This study is based on primary data. It is a mixed study in which quantitative and qualitative methods are used. Regarding questionnaire designs, the variables are identified from the literature review, and most standard questionnaires are adopted in this study.

3.8 Statistical Instruments for Examination

The core of the study is statistical tool-based analysis. The data will be analyzed using exploratory tools such as mean, median, and standard deviation. The first objective uses the t-test for equality of means and Levene's test for equality of variance. N vivo is used for the qualitative analysis in the second and fourth objectives. Structure Equation Modelling is used in the third objective. Data will be presented in tabular form and analyzed using graphical representations like bar charts, pie charts, etc. Statistical calculations will be made with the help of Microsoft Excel, SPSS, and STATA.

Chapter 4 - Principal's Expectations for Academic Staff and their Understanding

Expectation also applies to performance appraisal, in which teachers or staff demonstrate their skills to enhance their assessment scores. The result benefits in pay raises or other intrinsic incentives that help the employee meet their personal goals. There are well-being metrics that staff, students, or personnel can observe (Stiff et al., (2019). Meanwhile, the most critical element of supervision is the interaction between the principal and the teachers being supervised. According to Bordin, the partnership is a working alliance based on three components.

1. A mutual understanding of the organization's goals.
2. The mutual acceptance of the duties.
3. The establishment of a mutual bond between the supervisor and the supervisor.

The elements are seen as forming a "positive alliance." The boss and supervisor must have a strong working relationship. Humans and animals, according to Tolman, know aspirations and goals based on their actions. Tolman clarified that expectation implies awareness of the relationship between stimulus and response. One type of motivation that might influence behavior is expectancy. According to Maslow, human wants can be divided into five categories: "physiological, protection, belongingness, attachment, and self-actualization" (Schneider and Alderfer, 1973). Physiological needs (food, drink, and shelter) must be satisfied to survive and advance to the next level. Teachers cannot teach more efficiently or develop their imaginations without addressing their basic needs.

Goal-sharing is as vital as goal setting and team direction, even though leaders are not always there. Working together to accomplish goals is how followers or team members exercise leadership; it cannot be a self-centered endeavor. Leadership is, in general, the "capacity to persuade, inspire, and modify the mindset and actions of followers" to secure their cooperation in carrying out initiatives and enacting adjustments that will advance the company's objectives (Singh, S. (2008). Academic leadership is very

different from industrial or government leadership. “Teaching, learning, research, and scholarship” are prioritized by academic authorities. Institutions can produce favorable results because of their innate qualities (Sathye, M. (2004). In educational leadership, the principle serves various purposes, including directing workers and applying pressure to achieve goals.

Being a person in a position of formal authority requires leadership qualities. The principal and academic staff are responsible for carrying out various duties within the institutional leadership. The rapidly evolving nature of technology and the growing significance of electronic teaching methods have made the principal position in technical institutions such as polytechnics more demanding. In addition to their daily responsibilities, principals must stay current on changes and maintain staff motivation. To do this, they must know what is expected of them. When personal traits are introduced into work environments, performance expectations are created. Task expectations are partly shaped by an individual's personality (Driskell Jr., J. E. (1982). Numerous research has examined how teachers view principals' traits or qualities. Marasan et al. (1996); Richardson et al. (2021); Ahmad, J., and Goolamally, N. (2014).

A principal is expected to possess "institutional management abilities, ethical skills, and human skills," among other three qualities. These guidelines are predicated on "qualitative analysis" of significant qualities conducted via "semi-structured interviews" with academic personnel at "Polytechnics of Himachal Pradesh" (Oyer, B. J., 2015). Day and Harris (2002) state academic leadership has four dimensions. “Teaching in the classroom” comes first, followed by “participatory leadership,” which makes instructors feel like they are a part of the organization, “school improvement,” and, most importantly, “developing intimate relationships” with individual teachers that lead to reciprocal learning.

Gibbons (2009) emphasized the need to simplify things, making it easier for students, teachers, and principals to communicate with one another and to be personable and accessible. Aslanargun, E. (2015). A study determined teachers' expectations of their school principals for professional development. The topics that emerged from the

“qualitative research” involving teachers were centered around “human relationships, communication, empathy, and initiative.” Kurth (2016) looked at teachers' expectations of a school principal and found that morale, culture, or practice are the three things teachers value most in a principal. A study examined the expectations and perceptions of primary school teachers from their principals. The quantitative research determined three dimensions: colleague collaboration, professional development, and institutional development. Marasan, Robert B. (2021) The results of an exploratory qualitative study conducted in a secondary school showed that the three leadership qualities of the principal, “positive traits, professionalism traits, and solidarity traits,” are the primary drivers of the school's success (Richardson et al., 1996).

The characteristics of the teachers are examined based on their responses. It was discovered that these are ranked differently from business managers. Teachers most frequently listed the following qualities in their descriptions of exceptional academic leaders: honesty, forward-thinking, inspiration, compassion, supportiveness, intelligence, fairness, straightforwardness, and courage. Ahmad, J., and Goolamally, N. (2014). An exploratory study concluded that a principal must have five critical characteristics for their institution to be exceptional. These five qualities are integrity, forward-thinkingness, inspiration, competence, and self-efficacy.

According to Oyer, B. J. (2015), one crucial component of a principal's leadership efficacy is the confidence and humility that teachers have assessed. Niqab et al. (2015). A study was conducted to investigate the differences between the beliefs of teachers working beneath school principals and principals themselves regarding their leadership abilities. The study focused on five dimensions: decision-making, influence, comfort, empathy, commitment, self-management, and time management. It was shown that principals' assessments of themselves were more significant than their teachers' (Börner et al. (2018).

In their research, Ariratana et al. (2015) concluded that school administrators must complement their hard and soft talents when collaborating with organizational staff and the community. The three main things a principal needs to have are social, gentle, and

human skills. These make it clear that teachers have identified specific characteristics that principals must possess to enhance their institutions in several studies. The dimensions of the principal's expectations can be established based on these characteristics. These characteristics concern their work profile, morals, culture, and relationships with coworkers. The literature research also concludes that expectations may be predicated on these characteristics. Thus, the completed expectations, determined by the polytechnic academic staff, align with the findings of the literature review.

This comparison study's primary goal is to determine what the instructors think the principal understands about their expectations and how much the principal understands the expectations of the academic staff as a leader of the institution. What this study aims to achieve is:

1. What does the academic staff expect from the principal?

2. Do the principal's understanding of the expectations of the academic staff and the teacher's perception of the principal's comprehension of those expectations differ significantly?

3. Does the principal understanding of the staff's expectations change significantly based on gender, qualifications, job experience, and designation?

The aforementioned linked literature was examined, and in the process, the fundamental ideas regarding teachers' expectations of and views toward principals were developed. As a result, two semi-structured, open-ended interviews with different polytechnic lecturers were done. The open-ended and semi-structured nature of the questions allowed the lecturers to share their perspectives freely. Based on the ramifications of their remarks, researchers understood the importance of teachers in administration and what they anticipated from their principal, an academic leader.

Since the principal's job in educational leadership entails more than just administration, the teachers wanted him to be a decent person who upholds moral principles. The three expectations that academic staff members have of the polytechnic principal are

determined and categorized based on these three talents: institutional management, ethical skills, and human skills. An independent t-test will be used to compare the principal's comprehension of academic staff expectations and the staff's perception of the principal's understanding of their expectations. Testing the data variance and ensuring no discernible difference between the two groups' data variances is necessary to hundred and eighty-four (284) academic staff members from fifteen (15) government polytechnics in Himachal Pradesh participated in this study, including H.O.D., senior lecturers, and lecturers. Fifteen (15) principals were also included. Simple random selection was used to choose 15 teachers from each Polytechnic, including all HODs and senior lecturers. The responses were received from 30 HODs,12 Sr.Lecturers,195 Lecturers, and all 15 Principals.

Two surveys were created: one for academic staff and the other for principals, following a review of the research and finalizing the variables for the three expectations components based on institutional management abilities, ethical skills, and human skills. Both questionnaires had the same anticipation items. How the statements were upheld is shown in Figure 1. As seen in Figure 4.1, the academic staff anticipates the principal to be more of an academician than an administrator. Teachers and the principal were asked to respond to this. If there were a discrepancy in the quality of their responses, the results would be interpreted to determine whether the principal understood the expectations of academic staff and to what extent the staff believed the principal understood them.

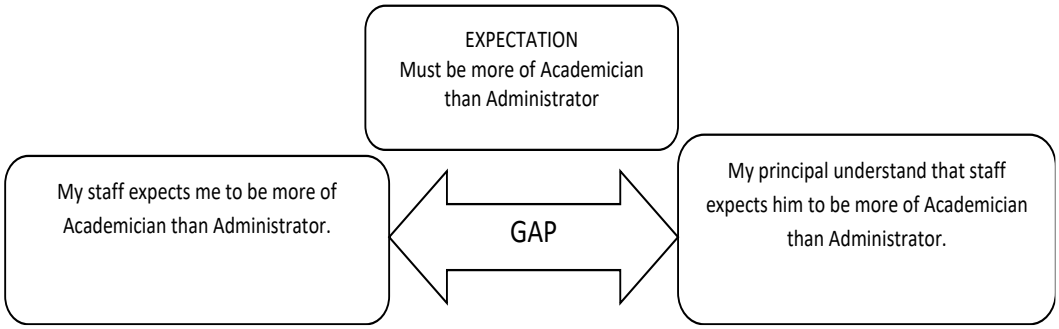

Figure 4. 1, Gap in understanding the expectation of academic staff by Principal

The proposed study aims to explore principals' perceptions regarding the expectations of academic staff and their strategies for promoting teamwork between academic staff

members. The impact of educational leadership on the attitudes and productivity of academic staff members will be studied further. Based on this, Recommendations will be made to maintain a good working relationship between the principal and staff. The study would positively impact the state's technical education by helping to create a healthier work environment in the polytechnics of Himachal Pradesh. The questionnaire was divided into two sections. The participants' demographic data, including title, degree, gender, work experience, and institute name, is covered in the first section. The Google form was used to deliver the questionnaire to the participant's emails, and it was promised that their name and any data they provided would remain private.

4.1 Findings:

The most relevant expectations that "academic personnel" have of the "polytechnic principal" can be best described by the three categories of "institutional management abilities, ethical skills, and human skills." Excel was used to examine the data gathered from survey questionnaires. An independent t-test was used to analyze the data obtained from the two questionnaires. Mean values on a “seven-point” strongly agree to disagree scale were compared strongly. Excel was used to perform the data analysis. The outcomes that were discovered are:

The following is the demographics of the academic staff who responded = (237)

Table 4. 1, Academic Staff Demographics

Designation		**Gender**		**Qualification**		**Experience**	
Lecturer and Sr. Lect	HOD	M	F	Graduate	P G and Doctorate	> 10 years	> 10 years
207	30	139	98	145	171	149	88

Table 4. 2, Principals' demographics

Qualification		**Sex**		**Age**		**Experience**	
Graduate	Postgraduate and Ph.D.	M	F	0-45	>45	< 10 years	> 10 Years
8	7	13	2	nil	15	11	4

Variance: 0.23: 0.06. There is no discernible change in the data variance. The findings demonstrate variations in how staff members respond when asked about what they believe the principal knows about their expectations of staff members and how the principal responds when asked about what the staff expects from him. The little variance difference satisfies the t-test's requirement. Additionally, standard deviations show that the data are not variable. The fact that the value of p is less than 0.05 suggests a considerable disparity between the principal's grasp of the expectations of the academic staff and the staff's perception of those expectations from the principal.

Table 4. 3, Detailed statistical information for faculty members' perspectives of principals regarding their comprehension of academic staff expectations and the principal's comprehension of those expectations.

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

Table 4. 4, descriptive data on how principals' perceptions of their understanding of the demands of academic staff and the principal's knowledge of those expectations are based on "institutional, ethical, and human skills."

Dimensions	**Principals**		**Teachers**		**t**	**Sig(2 tailed)**	**Mean Difference**	
	M	**SD**	**M**	**SD**				**Remarks**
Skills for Institutional Management	6.26	0.93	5.27	1.049	2.04	**0.003**	0.99	p is <0.1 significant
Moral competencies	6.1	1.01	4.80	1.26	2.17	**0.069**	1.3	p is >0.1 not significant
Human skills	6.23	0.85	4.96	1.13	2.11	**0.012**	1.27	p is <0.1 significant

The findings indicate variations in how staff members respond to questions concerning what they believe the principal knows about their expectations of them. The principal

responds to these understandings based on institutional, ethical, and human abilities. Additionally, standard deviations show that the data are not variable. When it comes to "institutional management skills and human skills," the value of p is less than 0.05, meaning that there is a significant difference between how principals perceive and understand the expectations of academic staff and how the principal understands those expectations. However, there is no significant difference when it comes to ethical skills. Additional investigation was conducted to determine whether staff responses based on "gender, designation, experience, and education" differed in their perceptions of the principal's expectations for academic staff:

Table 4. 5 Descriptive data for how the academic staff perceives the principal's comprehension of their expectations based on gender.

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

The findings indicate gender-based differences in how staff members respond when asked about the principal's expectations for staff members based on institutional, ethical, and human abilities. When it comes to ethical skills, the value of p is less than 0.05, meaning there is a significant difference between how principals perceive and how the principal understands the expectations of academic staff. However, there is no significant difference in institutional and human skills where the p-value exceeds 0.05.

The findings demonstrate that staff members' responses vary depending on their position regarding their comprehension of the principal's expectations for staff members based on "institutional, ethical, and human abilities." When it comes to

"institutional and ethical skills," the value of p is greater than 0.05, meaning that there is no significant difference in how principals and academic staff are perceived to understand expectations; however, when it comes to "human skills," the value of p is less than 0.05, meaning that there is a significant difference in how principals and academic staff are perceived to understand expectations based on the designation.

Table 4. 6 Descriptive statistics to gauge how the academic staff feels about the principal's comprehension of their expectations based on their designation.

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

Table 4. 7 Descriptive statistics for the academic staff's perception based on qualifications considering the principal's comprehension of the requirements of the academic staff.

Dimensions	Qualifications				t	Sig (2taile) p	Mean Difference	Remarks
	Graduate		**Postgraduate and above**					
	M	**SD**	**M**	**SD**				
Institutional Management skills	5.17	1.28	5.39	0.95	2.04	**0.002**	0.22	p is <0.05, hence significant
Ethical skills	4.60	0.9	4.99	1.01	2.17	**0.05**	0.39	p is >0.05; hence not significant
Human skills	4.83	0.94	5.07	0.86	2.11	**0.04**	0.24	p is <0.05, hence significant

The findings demonstrate that staff members' responses vary depending on their qualifications regarding their comprehension of the principal's expectations for staff members based on “institutional, ethical, and human qualities.” Regarding ethical skills, p is greater than 0.05, meaning there is no significant difference in how academic staff members perceive their understanding of principals. However, when it comes to institutional and human skills, the value of p is less than 0.05, meaning there is a significant difference in how academic staff members perceive their understanding of principals based on institutional and human skills qualifications.

Table 4. 8 Descriptive statistics for the academic staff's perception based on work experience about the principal's comprehension of the requirements of the academic staff.

Dimensions	**Job Experience**				**t**	**Sig (2tailed) p**	**Mean Difference**	**Remarks**
	Less than ten years		**More than ten years**					
	M	**SD**	**M**	**SD**				
Skills for Institutional Management	5.07	1.41	5.49	1.42	2.04	**0.00007**	0.42	p is <0.05 significant
Ethical skills	4.67	1.81	4.95	1.51	2.17	**0.04**	0.28	p is <0.05 significant
Human skills	4.88	1.41	5.03	1.33	2.11	**0.16**	0.15	p is >0.05 not significant

The findings indicate that staff members' responses to the principal's grasp of the expectations for staff members based on institutional, ethical, and human abilities vary depending on their work experience. Regarding human skills, the value of p is greater than 0.05, meaning there is no significant difference in how academic staff members perceive their principals' understanding of their expectations. However, when it comes to institutional and ethical skills, the value of p is less than 0.05, meaning there is a significant difference in how academic staff members perceive their principals' understanding of their expectations based on their qualifications in those areas.

4.2 Discussions

As mentioned earlier in this study, the results show that Academic staff members' most pertinent expectations of the polytechnic principal are categorized according to three skill sets: "institutional management, ethical, and human abilities." While the principals believe they understand the expectations of the academic staff, the faculty considers the leaders do not share their understanding. There is a notable disparity in the comprehension, suggesting a gulf between the principal's grasp of the expectations of academic staff and the staff's knowledge that the principal understands their expectations.

According to the findings, there was a substantial difference in the comprehension of expectations based on institutional and human skills. Still, it was normal when expectations concerning the three dimensions of skills were studied. The following conclusions have been drawn from the data analysis concerning the academic staff's opinion of the principal's comprehension of their expectations based on gender, employment experience, designation, and qualification: There were notable differences in the expectations about ethical qualities based on gender. There were significant differences in the expectations for human skills based on designation. There were considerable differences in expectations about human and institutional management qualities based on qualifications. There was a notable variation in expectations about institutional management skills and ethical qualities based on job experience.

The t-test is employed compared to the research of Headley & Choi and Niqab (1992), M., Sharma et al. (2015). They use gap analysis and a fundamental statistical method to achieve service quality. The number of principals in this study is significantly lower than that of academic staff members. The unequal size of data may lack significant findings. Still, the mean scores indicate a gap between the principal's understanding of the expectations of academic staff and improving it, which will be more beneficial to the institution. Headley & Choi (1992) used the same test for the unequal size of the customer (n=186) and employee (n=38) and gave the same reason. The data variance was checked, and it was found that there was no variance difference in the data.

The findings underscore a marked disparity between principals' perceptions of their comprehension of academic staff expectations and the staff's views on the principals' understanding. These discrepancies are particularly pronounced in the domains of institutional management and human skills, whereas ethical skills show less variability. Such variations suggest multifaceted influences shaped by cultural, structural, and contextual dimensions, which merit deeper exploration. Cultural dynamics within educational institutions profoundly shape interpersonal relationships and communication patterns. For instance, the hierarchical norms prevalent in traditional academic environments might inhibit open dialogue between staff and principals, resulting in misaligned expectations. Cultural perceptions of leadership roles, where principals are often viewed as authoritative figures, may also affect how staff articulate their needs and how principals interpret them. The disparities in understanding may stem from implicit cultural assumptions about the responsibilities and authority of leadership roles.

Structural constraints within the educational system, including workload distribution, resource allocation, and administrative priorities, often limit opportunities for meaningful engagement between principals and staff. For example, principals managing multiple responsibilities may prioritize administrative tasks over relational dynamics, inadvertently neglecting nuanced staff expectations. Similarly, the rigidity of institutional frameworks, such as standardized appraisal systems, might constrain the ability to tailor leadership approaches to individual or departmental needs, thereby exacerbating perceptual gaps. Contextual elements, such as varying levels of professional experience and qualifications among academic staff, further complicate the alignment of expectations. The findings highlight significant differences in perceptions based on these variables, indicating that contextual disparities, such as the maturity of academic environments, diversity in staff demographics, and regional educational policies, play a pivotal role. In institutions where staff possess advanced qualifications or extensive experience, the expectations for participatory leadership and recognition may be heightened, contributing to the perceptual gaps observed.

The identified discrepancies signal the need for more inclusive and dialogic leadership approaches. Principals must actively cultivate participatory platforms that foster mutual understanding and respect. Strategies such as regular feedback loops, collaborative goal-setting exercises, and tailored professional development opportunities can bridge the gap between expectations and perceptions. Moreover, cultural competency training for principals and staff may enhance interpersonal effectiveness, while structural adjustments, such as streamlined administrative processes, could allow principals to focus more on relational aspects of leadership.

Chapter 5 - The Teamwork Practices Used by Principals

To accomplish a shared objective, teamwork involves organizing participants into groups and having them share their knowledge, abilities, and efforts. Most academic staff members typically do not exercise this crucial skill because they are too focused on their performance, including their work for their departments, disciplines, and subjects. Teachers usually participate in their endeavors, including attending conferences and seminars and conducting independent research. Vocational education requires collaboration and learning among faculty members from different academic fields to equip students with the necessary skills for employment in many industries and sectors. Every polytechnic discipline is related to every other one, and all streams share most activities. The majority of the study is skill-based and requires interdisciplinary assistance. As a result, cooperation is crucial to vocational education. It becomes difficult for the institutional leader to promote teamwork by establishing and upholding teamwork practices.

Institutional teamwork strategies assist teachers in achieving shared objectives (Muda, 2006). Teachers who collaborate become more skilled and creative than those who learn things alone (Hanze, 2009). Collaboration among educators may solve problems, share information, and make better decisions (Malone, 2009). Cooperative learning enhances knowledge, enhances critical thinking, reduces the problem of disobedience, and boosts academic performance (Strom, 2011). The collaborative methods used by the principal and educators foster a productive professional learning community Svanbjörnsdóttir (2016). The conventional techniques of teachers working alone are diminished by team activities, which instruct them to join groups to acquire new necessary skills. Main (2010). Since teamwork affects instructors' motivations and abilities, as well as the environment and climate of the school, it is crucial to improve the institution's results. Phalane (2014).

In addition to fostering excellent involvement and a sense of success, teamwork draws and keeps the best employees, which builds a high-performing organization. Daniel T. (2015). Teamwork techniques are crucial to the Institution's success. The current goal of the research is to determine which teamwork techniques are employed by the

principals of “Himachal Pradesh's polytechnics” and which of these practices are being implemented in other institutions based on R.O.L. Over the past 20 years, much literature has been written about the importance of teamwork. According to Manzoor (2011), Pitsoe (2014), Benrazavi (2013), Silong (2013), Hanaysha (2016a, b), and Crow (2000), collaboration enhances individual and organizational performance. Ooko (2013) has also demonstrated that teamwork positively impacts employee productivity. The quality of interpersonal relationships and task performance were favorably affected by team learning (Zellmer-Bruhn,2006). According to Stoker (2008), individual performance was higher when the team leader acted in a directive manner. Cooperation helps people do their tasks, which settles disputes. Rutherford (2012) found a strong positive correlation between teamwork and job happiness Hanaysha (2016a,b).

A process's practices are the strategies, notions, and convictions that are applied consistently and again. Several practices that promote teamwork in institutions have been identified through a thorough assessment of the literature covering the past 20 years. According to Unzicker D. et al. (2000), the organization's recognition and incentive system is one of the most critical aspects of establishing cooperation. An adequate system of rewards that strengthens accountability and a sense of duty is necessary to sustain team activities. The recognition and reward policy significantly affects human resource policy (Oliver, 2002). A clear vision and role assignment are two essential practices for implementing effective teamwork, according to Carpiano et al. (2003). Effective coordination and communication are necessary to establish collaboration. According to Ramamoorthy, N., & Flood, P. C., all team members should be allowed to work independently. Conley (2004) noted that task interdependence positively affects prosocial behavior and team loyalty (2004). Because they are related to the team's performance, coordination and feedback are essential for efficiently overseeing team activities (Panzer and Marks, 2004).

Task interdependence influences the productivity and performance of the team. (Antoni, 2005). To promote shared understanding among team members, the team leader must build mutual trust through appropriate work approaches (Salas et al., 2005). Collaborative skills training improves teamwork, which affects how productive an

organization is. It is possible to schedule simulation-based training as a regular practice. Teams with collective members had a stronger relationship between initial interdependence and individual efficacy than teams with individualist members (Taggar & Haines, 2006). The teaching team may impact how leadership is distributed socially, where group performance is primarily determined by autonomy, purpose, coordination, and communication. Writer (2007). The interaction processes - of which effective communication is the most important—that lead to team invention are highly connected with functional heterogeneity and meeting frequency. Somech (2007) states that a shared objective is crucial to a team's effectiveness. There were positive correlations between a shared team vision and team performance. Training in teamwork skills is required if the team members are to achieve the objectives. Teamwork competencies and the value of teamwork practice training resources are related (Rosen et al., 2008).

Moe (2010) states that the shift from an individual to a team necessitates a mental change in which the team's efficacy is correlated with mutual trust and cooperation. When team members respond with other team members to transmit information effectively, enabling the other members to carry out their duties, this is referred to as coordination. Meta-analytic regressions by DeChurch and Mesmer (2010) show that team type and task dependency impact team performance. It has been discovered that task interdependence is a cooperation technique that positively correlates with cohesion and performance. Feedback increases the efficacy of teamwork and is also utilized to track and assess its success Smith et al., (2011).

A leader can inspire creativity and drive in their team members and create a plan of action that involves fulfilling structural duties. Adams et al. (2012). Team members with high interpersonal skills display maximal individual contribution and little team burnout Younkin, S., and Bumann, M. (2012). Coordination, decision-making, leadership, interpersonal skills, and flexibility are the primary soft skills for collaboration. Interpersonal skills are found in these areas. In a team, efficient coordination, cooperation, and communication improve the working environment Rosen, M. A., and Salas, E. (2013).

Additionally, it facilitates improved understanding amongst team members. "Enhanced communication, task coordination, and team member views of effectiveness, quality, safety, and interactions" are the foundations of high-performance collaboration, according to Bunnell et al. (2013). Large-scale implementation of "competency-based education" (CBE) in secondary vocational education is a response to the expectations of students and the labor market in modern society. However, as Truijen (2013) points out, many "vocational schools" have realized that multidisciplinary teaching teams are essential to their implementation. Developing task interdependence, transformational leadership, and group efficacy are necessary for building successful teams in the classroom, per the study's findings. Mukuru (2013), The findings of a correlation study between employee motivation and performance in technical training institutions indicate a positive relationship between employee motivation and performance. According to Sohmen (2013), the team has to be aligned for success if the leader communicates the team's vision to every member. A team member can function well with a shared and well-defined vision. It boosts ingenuity and inventiveness. The relationship will grow stronger if both parties share the leader's vision.

Y. H. Chen & Wu, M. (2014) The study has shown that mutual trust, team cohesion, and reciprocal support among team members are critical to the effectiveness of a team. Martinez and others (2014) study "Teamwork Competence and Academic Motivation in Computer Science Engineering Studies" shows a correlation between motivational characteristics and teamwork competence. Cheruvelil and associates (2014) One's capacity for open communication with teammates, integrity, dependability, support, and devotion to the group and its members are all examples of interpersonal skills. Working well with others in the team and fostering a compassionate work environment are essential. Practice in interpersonal skills leads to the creation and upkeep of high-performing research teams. The team members' interpersonal abilities require close consideration. Gabelica et al. (2014) state that giving and receiving feedback in a team effectively enhances learning and output. During a team exercise, more feedback must be gathered before creating plans and starting work. Early and continuous processing of feedback improves performance.

Valentine and others (2014) state that relationship problems and working with diverse human personalities present team obstacles. The most evaluated aspects of the behavioral process include coordination, communication, and utilization of others' skills when working as a team. According to Tukundane and Zeelen (2015), mutual trust and dedication are the foundations of a better team, and a supportive communication space can assist in fostering this. A team that practices mutual trust is trustworthy and loyal. Mitreva, E. and Taskov, N. (2015), Motivation is an appeal rather than a means of forcing oneself to accomplish goals. Individuals' expectations are monitored through objectives, which are monitored through motivation. Team members' reciprocal acts produce motivation. According to Sudano et al. (2015), leadership fosters a shared vision for effective collaboration in care. Effective principals encourage teacher collaboration and develop a collaborative work environment to increase student performance. Principals play an essential part in introducing task dependency.

Schultz, A., and M. Mmako (2016), Employees want to feel that their team leader is concerned about their personal and professional well-being. The group collaborates well and cultivates a culture of mutual trust. Kumar (2017) states task dependency is essential when evaluating an individual. Task interdependence has been found to mediate cooperation through empirical research on the relationship between "task interdependence, project management, and teamwork quality." Team members assess each other's performance and contribution to the team's objective, according to Bouwmans et al. (2017), as a means of motivating the team and helping them grasp the significance of teamwork and what is expected of them as members. Muduli (2017) concluded that incentive and recognition are the most important aspects of encouraging teamwork. Ellis, along with others (2018), states that the efficacy of team activities is increased by generic teamwork training. It significantly improves results that are skill- and cognitive-based. Members' ability to coordinate tasks and solve problems together has been enhanced due to training.

Mc Cormack and others (2018) state that the virtual training program can successfully address the difficulty of providing collaborative training. An efficient training program

is desperately needed to put successful teamwork into practice. According to Gunawan, T., & Saraswati, S. D. A. (2018), incentives play a crucial role in fostering teamwork within any business. In 2019, Abbas et al. (2018) stated that teachers must have a clear vision and goals, collaborate and communicate, have a positive attitude, and be motivated to promote cooperation. Osman and associates (2019), Effective communication, cross-departmental cooperation, introspection, and encouragement of creativity are a few strategies for fostering and preserving teamwork within a business Bouwmans (2019). The ability-motivation-opportunity paradigm, developed to encourage teachers to work together, posits that improving ability, encouraging motivation, and providing performance opportunities all lead to higher performance. Plotnikova et al. (2019) provided evidence of the effectiveness of team learning through training that helps students in higher education acquire critical thinking abilities. Tang, K. N. (2019). Students in higher education benefit from teamwork, so they need to participate in the course and receive tutoring and training. According to Kubaev, A. (2020), the head of an institution, like the head of any other company, builds team trust to communicate the operations professionally. Tang, K. N. (2020). The significance of acquiring soft skills for educators working at postsecondary institutions. In academic settings, teamwork is the most crucial ability that needs to be taught through efficient training.

The collaboration practices of Faraj et al. are linked to the organization's empowerment, training, and reward systems (2021). Cole et al. (2022) aim to collaborate in interprofessional education involving teamwork and communication. Team activities are determined by peer disciplinary and peer team feedback. "Clear roles, mutual trust, effective coordination, interpersonal skills, mutual trust, team cohesion, autonomy, shared vision, recognition and reward, feedback, effective communication, and reciprocal support" are the most often used tactics by the team leader to promote and maintain collaboration. The primary goal of this exploratory study is to determine the strategies employed by Himachal Pradesh's government polytechnic principals to foster and uphold teamwork in their establishments. Do these procedures resemble those followed by other institutions and organizations? Do the methods used vary based on the respondents' qualifications, age, experience, gender, or discipline?

The primary practices employed at different institutions are determined based on the abovementioned literature review. A questionnaire for the semi-structured interviews was created based on these. The questionnaire was refined and changed per the suggestions made by several academics who work for universities, engineering schools, polytechnics, and the National Institute of Technical Teachers Training and Research. Due to the COVID-19 epidemic, semi-structured online interviews with all 15 Principals of Government Polytechnics were done using this questionnaire. The interviewees were informed during the process that their responses and personal information would not be disclosed following study ethics. In the semi-structured interviews, all the principals of 15 government polytechnics of Himachal Pradesh were involved. The semi-structured interview questionnaire was designed with all the variables considered based on a literature review. This instrument was also given to twelve doctorate-holding professionals from prestigious universities. Expert recommendations were appropriately included in this questionnaire.

5.1 Findings

After converting the video recordings to Word files, N Vivo 12 software could import all 15 Word files. The respondents were categorized based on the information gathered. Each respondent's replies were used to identify the main code and child code, and the responses associated with each code were collected from each respondent's file following the guidelines provided in N Vivo. The identified kid and primary codes are:

Table 5. 1, Grouping of Involved Parties; Note – (ENG-Engineering; AS -Applied science, PH -Pharmacy)
Table 5. 2, N Vivo-12 was utilized to identify the primary and child codes

Person/ Respondent	Discipline	Sex (M/F)	Age Group in years	Experience in years	Qualification
1	ENG	M	45-50	15-20	Graduate
2	AS	F	45-50	15-20	Postgraduate
3	ENG	M	51-55	21-25	Graduate
4	ENG	M	51-55	21-25	Graduate
5	PH	M	51-55	21-25	Postgraduate
6	PH	M	>55	>25	Postgraduate
7	ENG	M	>55	>25	Postgraduate
8	AS	M	45-50	15-20	Graduate
9	ENG	M	45-50	15-20	Graduate
10	ENG	M	45-50	15-20	Postgraduate

11	ENG	M	51-55	21-25	Postgraduate
12	ENG	F	51-55	21-25	Graduate
13	ENG	M	51-55	21-25	Postgraduate
14	ENG	M	>55	>25	Postgraduate
15	ENG	M	45-50	15-20	Graduate

Table 5. 3, The principal codes and child codes identified through N Vivo-12

Main Code	Child Codes
Communication	Using digital communication tools, being assertive, communicating in both directions, being transparent, conducting interactive sessions, and being corporate
Healthy Interpersonal relations	Self-governance, collaborative gatherings, preserving confidence, resolving conflicts, and inspiring improved performance
Constituting Proper team	Creating a team effectively and choosing a skilled leader
Knowing individual capabilities	Cognizant of personal aptitude
Task evaluation	Job-specific assessment
Training Team activities	Organizing team-building exercises, delivering training sessions, and sharing accomplishments
Recognition and Reward	Verbal appraisal and certification of appraisal
facilitating teamwork	Supplying resources
Action for noncompliance	Reducing benefits for failure to comply
Teamwork evaluation	Feedback
Creating interdependent team roles	Active involvement, skill sharing

5.2 Hierarchy Chart

N Vivo software is used to create the following Hierarchy charts based on information provided by respondents. Based on the hierarchy charts developed based on the data collected and the identified principal codes and child codes, the critical cooperation practices found are building interdependent team roles, evaluating teamwork, and effectively communicating and maintaining healthy interpersonal skills. Although less common, principals use other skills: task evaluation, team-building activities, awards and recognition, and efficient team formation. N Vivo classified various codes according to gender, age, experience, qualification, and discipline. According to the gender-based bar graph, male principals are better than female principals in putting together the right teams and figuring out each member's remarkable set of skills. There's no real change for the remaining codes. The age-based bar graph indicates principals over 55 are more adept at assembling cohesive teams. In contrast, principals aged 45

and 50 are more adept at identifying each team member's unique potential. There's no real change for the remaining codes.

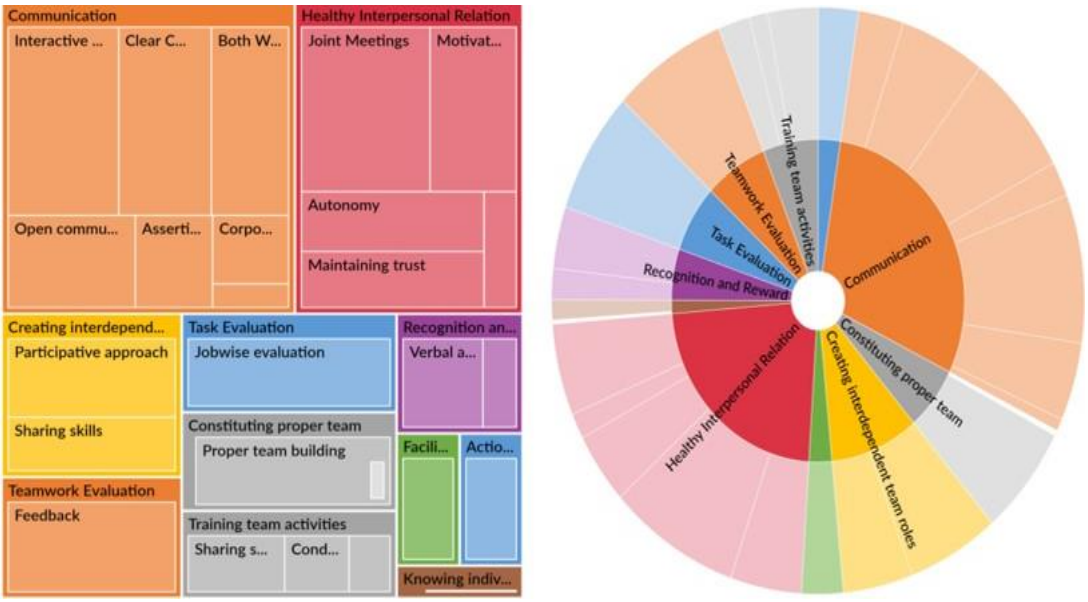

Figure 5. 1, Hierarchy Chart of Teamwork Practices Generated Through N Vivo

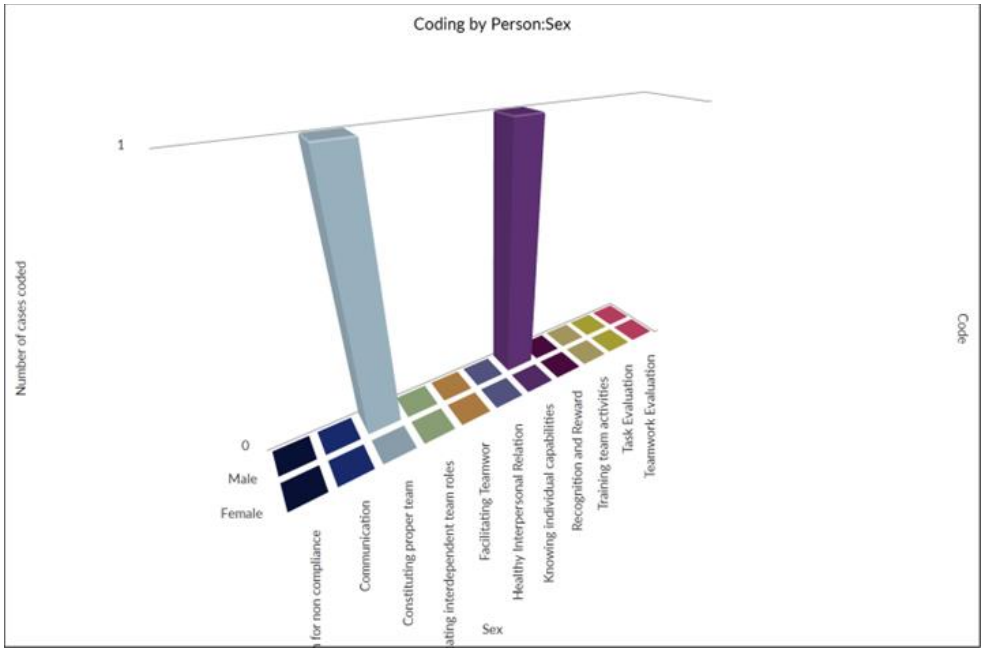

Figure 5. 2, Teamwork Practices Based on Gender

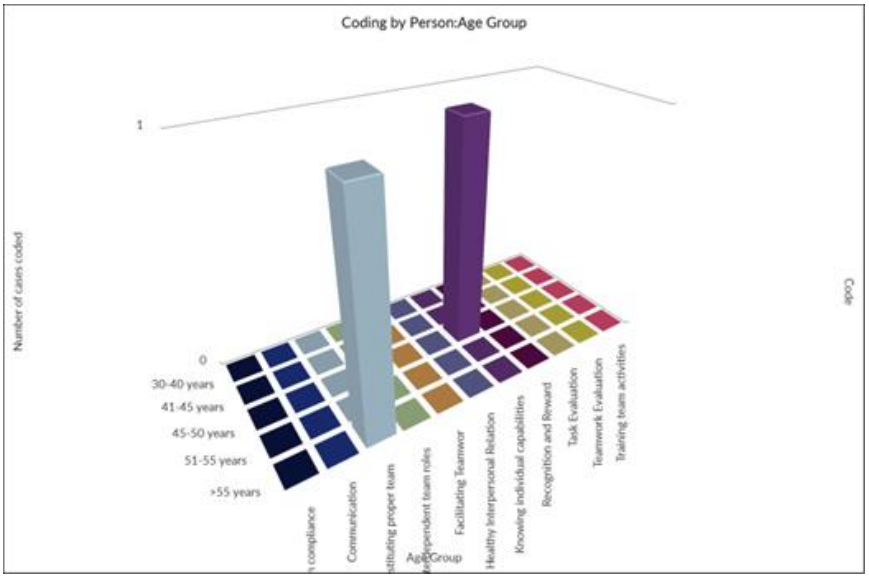

Figure 5. 3, Teamwork Practices Based on Age

Based on experience, the bar graph indicates that principals with over 25 years of experience are better at assembling a cohesive team, while principals with 15 to 20 years of experience are better at identifying each team member's unique potential. There's no real change for the remaining codes.

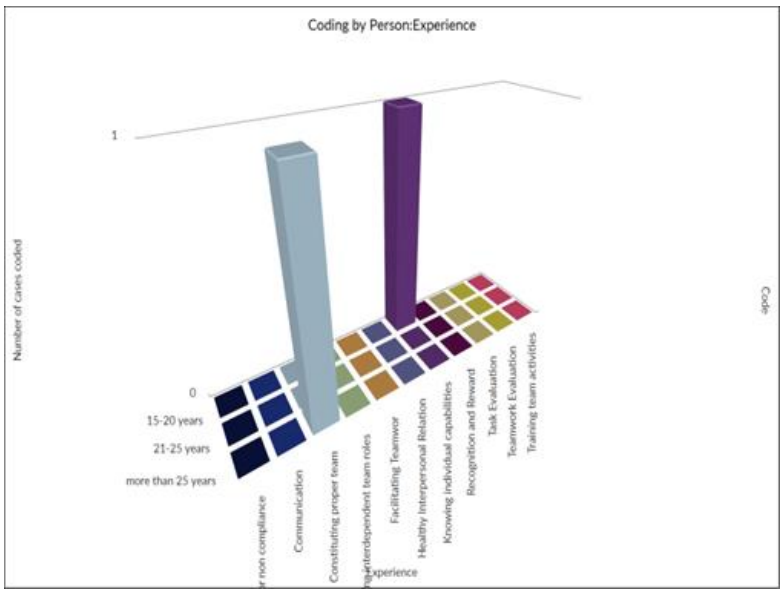

Figure 5. 4, Teamwork Practices Based on Experience

According to qualification, the bar graph demonstrates that graduate principals are better at identifying each team member's unique qualities, and postgraduate principals are better at assembling a cohesive team. There's not much of a difference with the other codes.

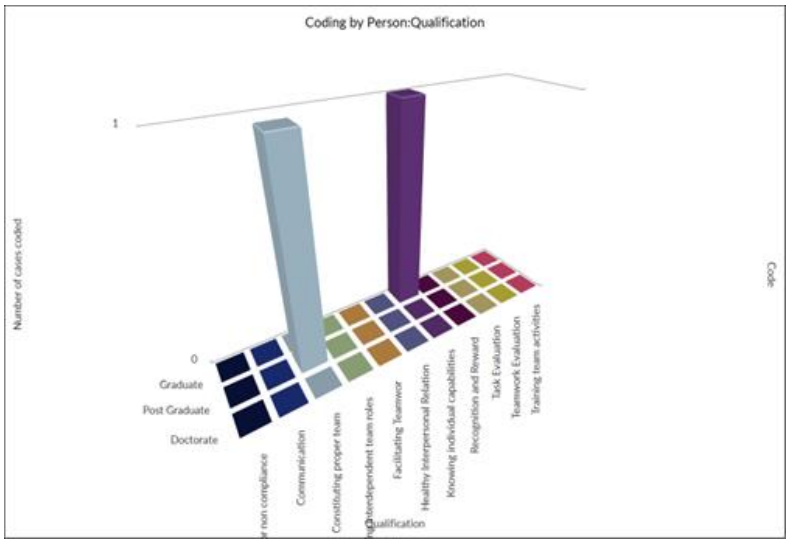

Figure 5. 5, Teamwork Practices Based on Qualifications

Based on discipline, the bar graph demonstrates that engineers who serve as principals are better at assembling cohesive teams and identifying the strengths and weaknesses of each team member. There's no real change for the remaining codes.

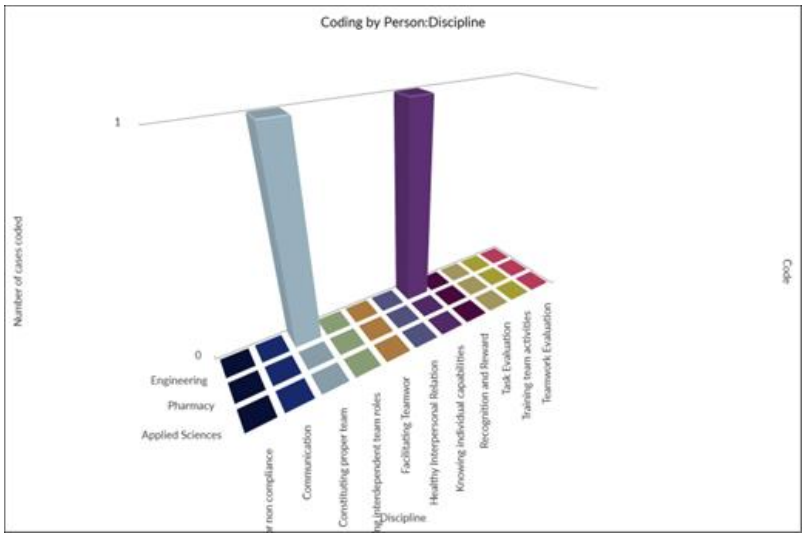

Figure 5. 6, Teamwork Practices Based on Discipline

N Vivo created a word cloud of the strategies employed by the principals of Himachal Pradesh's government polytechnics to foster and uphold teamwork based on the information gathered from each responder.

Figure 5. 7, Word Cloud of Teamwork Practices generated by N Vivo

5.3 Discussions

This literature analysis concluded that as cooperation facilitates the achievement of objectives, it is fundamentally necessary in educational settings. Various institutions use teamwork techniques, including “effective communication, shared vision, role clarity, task independence, task interdependence, effective coordination, interpersonal skills, mutual trust, team cohesion, reciprocal support, feedback, autonomy, recognition and reward, and teamwork training.” The current study's findings revealed that the principals of Himachal Pradesh's government polytechnics frequently use effective communication, positive interpersonal interactions, the creation of interdependent team roles, and teamwork evaluation to foster collaboration. A few other less common strategies the principals employ include task appraisal, incentives, acknowledgment, and training team activities. The primary codes and child codes that appropriately represent these behaviors are displayed in the Hierarchy charts. The word cloud created in response to N Vivo's word query supports the conclusion that principals mostly employ effective communication and interpersonal skills, with fewer less common practices, including task evaluation, team building exercises, awards, and recognition.

The categorization based on gender, age, experience, qualification, and discipline shows that only two activities, forming an appropriate team and understanding individual capabilities, offer a substantial difference; the remaining practices show little to no difference. According to the study's findings, principals of government polytechnics employ the most typical strategies other institutional leaders utilize to foster and uphold cooperation, including interdependent team roles, effective communication, healthy interpersonal skills, and teamwork evaluation. A few additional abilities that principals employ, while not as frequently, include team building exercises, task appraisal, awards and recognition, and creating an appropriate team. They should use these methods to foster and sustain productive teamwork among the Himachal Pradesh Polytechnic students.

The teamwork practices identified in this study, such as fostering effective communication, building interdependent roles, mutual trust, and recognizing individual contributions, align closely with established teamwork and leadership models. Transformational Leadership Theory (Burns, 1978; Bass, 1985) provides a strong foundation for understanding these practices, particularly the emphasis on a shared vision, mutual trust, and motivation, as transformational leaders inspire teams to achieve common goals. Similarly, Tuckman's Stages of Team Development (1965) offer a framework for situating practices like team-building exercises and task appraisal, which align with the norming and performing stages of team growth. The findings also resonate with Hackman's Team Effectiveness Model (1987), where factors like structured roles, effective communication, and group norms enhance team performance. In the context of vocational education, these practices support interdisciplinary collaboration, crucial for equipping students with diverse skills, as highlighted in interdisciplinary frameworks. Furthermore, Social Exchange Theory (Blau, 1964) underpins the role of recognition and rewards in fostering team cohesion, while behavioral skills training frameworks justify the importance of teamwork skill development for improving collaboration. By integrating these theoretical models, the discussion of teamwork practices becomes more grounded, highlighting their relevance and applicability in educational leadership and vocational contexts.

Chapter 6 - The Effect of Educational Leadership on Academic Staff

Suppose an educational institution does not have high-performing leaders and committed academic staff. In that case, the student's academic performance will suffer, management will fail, and the overall quality of education will be negatively affected. Educational leadership is the process of directing academic personnel's resources and energy toward achieving universal educational objectives. In the United States, the word “Educational leadership” can sometimes be represented by school leadership, and in the United Kingdom, it has largely been replaced by educational management.

The main objective of educational leadership is to optimize processes, resources, and instruction to improve performance. This is done mainly by collaboration with many people, including educators. Education leadership should pass power to academic staff to embrace responsibility and transparency. Academic staff, in particular, serve as resource providers to help and guide students and provide better services to the community. Academic personnel is a vital resource in higher education and crucial to accomplishing the organization's goals Van Dierendonck, D. (2011). Partnerships and variations in academic staff perceptions of their employment and organization significantly impact human resource strategies in both vocational and higher education sectors. Therefore, their dedication, motivation, and level of satisfaction impact how well this interface performs. One of the primary concerns that academics and practitioners have been focusing on is the performance of academic personnel Schneckenberg, D., & Wildt, J. (2006).

Academic staff members' attitudes about career chances include motivation, welcoming change, intention to continue, and job happiness. Academic staff attitudes are influenced by leadership, and these attitudes, in turn, affect performance. Effective governance is necessary to attain educational achievement, and a substantial relationship has been identified between the various management inputs through leadership, Singh P. et al. (2017).

Higher education institutions' most valuable resource is their academic staff and effective leadership fosters positive attitude changes that improve academic staff performance – Stankovska (2017). Research has been done on the effects of educational leadership on academic staff performance and how leadership influences teachers' attitudes in a variety of higher education institutions across the world. However, no study has been conducted at government institutions or vocational education. This research aims to determine how educational leadership affects the performance and attitude of academic staff at Himachal Pradesh's government polytechnics.

This exploratory study aims to ascertain the effects of the educational leadership of principals on the attitude and performance of academic staff of Government Polytechnics of Himachal Pradesh. The main hypotheses are:

Ho (1): There is no significant effect of the Educational Leadership of the Principal on the attitude of academic staff.

Ho (2): The educational Leadership of the Principal has no significant effect on academic staff performance.

Ho (3): There is no significant effect of the attitude of academic staff on the performance of academic staff.

The main objectives of the study are:

1. Explain the components of leadership.
2. Explain the components of attitude.
3. Explain the components of performance.
4. Explain the relationship between the vectors mentioned above
    a. Check for a direct relationship
    b. check for moderating relationship

The literature on academic staff performance, attitude, and educational leadership was examined, and a framework for these three areas—performance, attitude, and educational leadership was created. The standard available questionnaires on these objectives were also referred to. The detail is given in Table 6.1. The experts validated the questionnaires. The data was collected through Google Forms, and the analysis was

done after cleaning it. The three questionnaires had different sections for each variable, and the number of questions differed in each part.

A standardized score was generated for each sub-section to standardize the data. For standardized score generation, the Likert score of the encompassing variables was added and divided by the overall score for that particular subsection, providing us with a composite score for each of the 14 categories. The attained values were then standardized to a score of 100 each. This transformation changed the ordinal score values to fractional values, ranging from 0 to 100. After that, PCA is applied to reduce the data and find each section's main principal component. Structure equation modeling (SEM) was used to see the effect of educational leadership. In the context of this research, PCA and SEM for performance, attitude, and leadership were executed using the STATA (2014), Windows version 14, and STATA Corp. 2014, a reputable statistical package.

Eighty-one (284) academic staff members from fifteen (15) government polytechnics in Himachal Pradesh—including H.O.D.s, senior lecturers, and lecturers, participated in this study. All HODs and senior lecturers were involved, and 12 lecturers from each polytechnic were selected through simple random sampling. The responses from 237 participants are received through Google Forms.

Based on a literature review and standard questionnaires used by different researchers, the questionnaires on educational leadership, academic staff attitude, and academic staff performance were created. The variables identified in the review were the ones listed in Table 6.1 below.

Table 6. 1, Details of Referred studies

Questionnaire for	Referred Studies
	"Fields, J., Kenny, N. A., & Mueller, R. A. (2019). Conceptualizing educational leadership in an academic development program. International Journal for Academic Development, 24(3), 218-231." "Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. School effectiveness and improvement, 26(4), 499-523."

Educational Leadership	"Niewiesk, S., & Garrity-Rokous, E. G. (2021). The academic leadership framework: A guide for systematic assessment and improvement of academic administrative work. Global Business and Organizational Excellence, 40(4), 50-63." "Gmelch, W. H., & Wolverton, M. (2002). An Investigation of Dean Leadership, ERIC" "Hoque, K. E., B Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. Sage Open, 10(2), 2158244020925501."
Attitude of Academic Staff	"Toker, B. (2011). Job satisfaction of academic staff: an empirical study on Turkey. Quality Assurance in Education, 19(2), 156-169." "Nyagah, 2016, E. F. Staff Attitudes As An Indicator Of Change Readiness: A Case Of A Higher Education Institution Adopting Ict In Students Management." "Choi, M. (2011). Employees' attitudes toward organizational change: A literature review. Human resource management, 50(4), 479-500." "Mawoli, M. A., & Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction, and job performance in an academic setting. Australian Journal of Business and Management Research, 1(9), 1." "Adetola, A. A., Ayinde, A. O., Asaolu, O., & Olabumuyi, O. O. (2022). Effect of Work Motivation on Job Performance Among Healthcare Providers in University College Hospital, Ibadan, Oyo State. Central Asian Journal of Medical and Natural Science, 3(2), 219-233." "Evans-Osabuohien, P. N., Igbinona, E. E., Osabohien, R., Ufua, D. E., Olajugba, O. J., Daramola, O. A., ... & Alake, O. Recognition and Employees' Behavioural outcomes: A Case of Covenant University, Nigeria." "Medallon, M. C. (2013). Faculty performance as a function of teaching goals and organizational commitment. International Journal of scientific & technology research, 2(11), 66-72." "Muslichah, M., & Asrori, S. (2018). The Effect of Transformational Leadership Style on Job Satisfaction with Trust-In-Leader as Intervening Variable. Journal of Innovation in Business and Economics, 2(02), 61-70."
	"Saleem, A., Aslam, S., Yin, H. and Rao, C. (2020). Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management. Sustainability, 12(8), p.3390. doi:https://doi.org/10.3390/su12083390." "Masron, T.A., Ahmad, Z. and Rahim, N.B. (2012). Key Performance Indicators vs Key Intangible Performance Among Academic Staff: A Case Study of a Public University in Malaysia. Procedia - Social and Behavioral Sciences, 56, pp.494–503. doi:https://doi.org/10.1016/j.sbspro.2012.09.681."

Performance of Academic Staff	"Abba, Halilu & Anumaka, Ijeoma & Gaite, Sofia. (2016). Leadership Practices and Productivity of Academic Staff in Polytechnics in Nigeria. American Journal of Academic Research. Volume 1,. A56-A68." "Abba, H.D. (2018). Flexitime and Performance of Academic Staff in Polytechnics in North West Geo-Political Zones of Nigeria. KIU Journal of Social Sciences, [online] 4(2), pp.123–130. Available at: https://www.ijhumas.com/ojs/index.php/kiujoss/article/view/339."

These surveys were distributed to professionals employed by several distinguished academic institutions, and their recommendations were considered when these tools were finalized. Various model fit assumptions are used in this study. The questionnaire is based on preexisting evidence. This means that the observed variables are scientifically proven to provide evidence for the subcategory they are placed in. This will have consequences too. This will serve as the justification for data reduction. The variables used in the final analysis, i.e., leadership, performance and attitude will also be accessed based on the values of PCA. (See objective 1, 2 and 3). This is so because there is no causal relationship between raw 150 variables and generated 14 variables, rather we are trying to find the relation among them. Causal relationships will only exist between the three final variables.

6.1 Findings

The sequence undertaken to achieve the research objectives is shown in Table 6.2. The steps used for analysis are:

Table 6. 2, Steps of Analysis

Objective	**Method used**	**Steps followed**
Explain the components of educational leadership.	Principal component analysis and standardized score creation	1. Standardized score generated for Direction setting. 2. Standardized score generated for Action orientation. 3. Standardized score generated for People Development. 4. Standardized score generated for Human skills. 5. Standardized score generated for Research excellence.

		6. Principal component analysis was conducted based on the above-generated values. 7. The first component is retained. 8. Scoring coefficients are used to explain educational leadership.
Explain the components of staff attitude.	Standardized score generations and Principal component analysis	9. Standardized score generated for Job Satisfaction. 10. Standardized score generated for Embracing Change. 11. Standardized score generated for Motivation. 12. Standardized score generated for Intention to continue. 13. Principal component analysis was conducted based on the above-generated values. 14. The first component is retained. 15. They are scoring coefficients used to explain Staff attitude.
Explain the components of staff performance.	Standardized score generations and Principal component analysis	16. Standardized score generated for Teaching. 17. Standardized score generated for Supervision. 18. Standardized score generated for Research and publication. 19. Standardized score generated for Innovation. 20. Standardized score generated for Community Service. 21. Principal component analysis was conducted based on the above-generated values. 22. The first component is retained. 23. They are scoring coefficients used to explain Staff performance.
Explain the relationship between the vectors mentioned above	Structural equation modeling	24. SEM was conducted on three new variables: educational leadership, staff attitude, and performance.

Each sub-section in Table 6.2 incorporated multiple questions to capture the latent variables. A standardized score for each of the sub-sections was generated. For standardized score generation, the Likert score of the encompassing variables was added and divided by the overall score for that particular subsection, providing us with a composite score for each of the 14 categories. The attained values were then

standardized to a score of 100 each. This transformation changed the ordinal score values to fractional values, ranging from 0 to 100. Standardized scores of sub-sections are presented in Table 6.3

Table 6. 3, Standardized score table

	Variable	**Obs**	**Mean**	**Std. Dev.**	**Min**	**Max**
Staff Attitudes	Embracing Change	237	77.25	10.21	14.29	98.81
	Intention To Continue	237	61.92	6.70	16.52	96.43
	Job Satisfaction	237	62.14	14.46	14.29	98.21
	Motivation	237	76.19	12.04	14.29	100
Educational Leadership	Action Orientation	237	88.82	11.64	14.29	100
	Direction Setting	237	87.11	12.07	14.29	100
	Human Skills	237	86.16	13.70	14.29	100
	People Development	237	85.48	13.45	26.98	100
	Teaching And Research Excellence	237	83.58	15.15	14.29	100
Staff Performance	Community Service	237	65.45	18.10	14.29	100
	Innovation	237	49.44	14.37	14.29	91.43
	Research And Publication	237	38.94	16.85	14.29	100
	Supervision	237	86.96	9.04	33.93	100
	Teaching	237	89.26	9.77	14.29	100

The variables have been standardized to a value of 100, as can be seen in the table for each part. The replies of 237 participants are displayed for each variable concerning 100, and the corresponding mean, standard deviation, minimum, and maximum are computed. The mean value shows the most prominent variable. Table values show that in leadership, all variables are very major, having a value of more than 80, and in the case of staff attitude, the data also shows that each variable responded to more than 60, but in the case of performance innovation, research, and publication the value is low.

“Principal Component Analysis” (PCA) is a robust multivariate statistical technique employed to reduce the dimensionality of a dataset while capturing the maximum proportion of variance through a minimized number of composite variables. This method is pivotal in distilling valuable insights from complex datasets, mainly when

dealing with significant observable variables. Although a technique applied across various domains, Principal Component Analysis has its conceptual roots deeply embedded in statistical theory. The fundamental concept underlying Principal Component Analysis is the creation of novel variables through linear combinations of the original dataset's variables, referred to as principal components. These principal components are strategically designed to maximize the variance within the dataset while maintaining orthogonality, or statistical independence, among themselves. Computationally, identifying these main components requires the solution of an eigenvalue-eigenvector problem, yielding linear combinations that optimally capture data variance.

Operationalizing principal component analysis typically occurs within a standardized context. This context entails datasets of observations across multiple numerical variables for numerous entities or individuals. The goal is to identify a linear combination of these variables that maximizes variance while maintaining orthogonality with previously derived linear combinations. Achieving this objective depends on determining the eigenvectors and eigenvalues of the dataset's covariance matrix. These eigenvectors assume the role of principal component loadings.

The properties of principal component analysis unveil its geometric interpretation, portraying main components as the core drivers of dimensionality reduction. In essence, main components are a powerful mechanism for replacing the original variables with a set of derived variables that optimally encapsulate data patterns. The efficacy of each principal component is assessed through its ability to explain the proportion of total variance. While the primary focus often centers around the first few principal components, the percentage of total variance explained is an indispensable metric for gauging the quality of reduced-dimensional data representations.

The number of variables being analyzed in PCA is equal to the number of components that are retrieved. The variance of the entire dataset is influenced by one unit of variance for each observed variable. The Kaiser criterion, the eigenvalue-one criterion, is frequently employed to facilitate dimension reduction. According to this criterion,

components displaying eigenvalues exceeding 1.00 are deemed significant and contribute significantly to the retained variance. Typically, the first component is anticipated to account for a substantial portion of the total variance, with each subsequent component contributing increasingly smaller fractions. Consequently, only the first few components, which hold meaningful portions of variance, are retained for further rotation and interpretation.

The dataset's appropriateness is thoroughly examined before starting PCA. The validity of the dataset is evaluated at the 1 percent significance level using Bartlett's test of sphericity. The “Kaiser-Meyer-Olkin” (KMO) metric of sample adequacy is also used to ensure the dataset is suitable for PCA. A KMO measure exceeding 0.60 is typically considered adequate, signifying that the dataset contains ample information for meaningful PCA. These preliminary assessments help ascertain the robustness of the dataset, setting the stage for a practical PCA analysis.

Given the complexity of quantifying staff performance, educational leadership, and staff attitudes through singular inquiries and acknowledging the intricate framework involving multiple subsections with numerous inquiries, an initial recourse consists of implementing “principal component analysis” (PCA) to streamline the data's complexity. PCA's core principle revolves around reducing data dimensionality, particularly within datasets encompassing a multitude of interconnected variables, all while preserving the maximal extent of inherent variation. This is realized through the transformation into a novel set of variables, known as principal components (PCs), distinguished by their independence and organized so that the initial components encapsulate the bulk of the total variance within the original variables (M. E., 2003).

Two preliminary evaluations of the dataset were carried out before diving into the principal component analysis: the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and the Bartlett test of sphericity tests. When the correlation matrix is an identity matrix, indicating that the variables are uncorrelated, the Bartlett test tests the null hypothesis. Analyzing principal components is inappropriate if the null hypothesis is accepted.

Principal component analysis can be performed if the p-value is less than 0.05, indicating the null hypothesis is not accepted.

Values for the “Kaiser-Meyer-Olkin” measure of sampling Adequacy range from 0 to 1, where higher values denote more suitability for analysis of the variables. Values above 0.6 are deemed acceptable. The alignment of both tests confirmed the feasibility of principal component analysis, which yielded p-values of 0.00 for the Bartlett test and 0.767 for the Kaiser-Meyer-Olkin Measure of Sampling Adequacy - a class of likelihood criteria and a generic distribution theory (Smart et al., 2020).

In PCA, a component represents a new, reconfigured variable formed as a linear combination of the original variables. These components serve as indices encapsulating the essence of the initial variables for each observation. Only the first component for each subsection was retained from the generated components, as this initial component explains the highest variance, thus serving as a condensed variable. Eigenvalues in Principal Component Analysis can be conceptualized as gauges of the extent to which individual principal components explain data variation. Greater eigenvalues signify more pivotal main components. These values also determine the number of principal components to retain; a common criterion involves controlling only those with eigenvalues exceeding 1.

Table 6.4 offers insights into the eigenvalues, variance explained proportion, and component scores related to the initial component extracted from the dataset. Scoring coefficients play a vital role by assigning weights to the standardized values of the original variables, thereby computing the component or factor scores. A substantial positive coefficient signifies a positive contribution to the component or factor, whereas a notable negative coefficient denotes a negative contribution. Conversely, a small coefficient, closely approaching zero, indicates minimal or negligible influence on the component or factor. The extracted component exhibits prominently positive loadings across all subcategories, suggesting a collective contribution of all variables toward leadership. This single component accounts for a significant 82.90% of data variance. The scoring coefficients are interpreted as each variable's weights in the newly created

PCA index. Among the variables included in educational leadership, all five are almost equally weighted, with “People development” having the highest weight and “Human skills” having the lowest weight (table 6.4).

Table 6. 4, Principal Component Analysis Results for Educational Leadership

Principal components (Eigenvalue)		**Variable**	**Scoring coefficients**
Eigenvalue	4.1452	Direction setting	0.4505
Proportion of variance	0.829	Action orientation	0.4439
		People Development	0.4535
		Teaching and research excellence	0.4509
		Human skills	0.437

In the case of staff attitude, it emerges that Job Satisfaction has a detrimental impact on staff attitude. Conversely, the intention to continue and motivation emerge as predominant factors that positively influence faculty members' attitudes (Table 6.5). This component comprehensively explains 51.16 percent of the variance within the dataset. Among the variables, “Motivation” has the highest weightage, and “Job satisfaction” has the lowest weight.

Table 6. 5, Principal component analysis results for Academic Staff Attitude.

Principal components (Eigenvalue)		**Variable**	**Scoring coefficients**
Eigenvalue	2.06725	Job Satisfaction	0.3088
Proportion of variance	0.5168	Embracing Change	0.5314
		Motivation	0.5588
		Intention to continue	0.5567

Within factors impacting teaching faculty performance, teaching and supervision hold top influence. Conversely, community service exhibits the most negligible pronounced contribution among the performance-related variables (Table 6.6). This single component effectively explains 40% of the dataset's variance. Among the variables, “Innovation” has the highest weightage, and “Teaching” attained the lowest weightage for the staff’s attitude.

Table 6. 6, Principal component analysis results for Academic Staff Performance.

Principal components (Eigenvalue)		**Variable**	**Scoring coefficients**
Eigenvalue	1.949	Teaching	0.369
Proportion of variance	0.3898	Supervision	0.4695
		Investigating and publishing	0.4598
		Innovation	0.5354
		Community Work	0.3812

The Structural Equation Modelling (SEM) methodology represents estimates and scrutinizes the complex web of relationships within a network of variables. This network encompasses variables that are directly measured and those that are not directly observed but represent underlying constructs. In essence, SEM serves as a comprehensive framework for making sense of complex data relationships. Traditional statistical methods rely on default models, assuming negligible measurement errors. In contrast, SEM demands a meticulous model specification process rooted in theoretical foundations and empirical research. This approach facilitates exploring relationships between measured variables and latent constructs and explicitly addresses measurement errors.

Under SEM, a model, often represented diagrammatically, is the basis of the analysis. It serves as a roadmap for specifying the relationships between variables and transforming abstract ideas into quantifiable constructs. This comprehensive methodology doesn't merely accept statistical patterns at face value but requires hypotheses supported by theory or empirical evidence. What sets SEM apart from traditional approaches is its multivariate nature. While conventional methods mainly focus on analyzing directly measured variables, SEM incorporates both observed and unobserved (latent) variables. This holistic view enables the exploration of complex relationships, providing a more comprehensive understanding of the data. One significant advantage of SEM is its ability to account for imperfections in measurements explicitly. It acknowledges the presence of measurement errors, often ignored in traditional methods that assume error-free measurements.

Another substantial advantage is SEM's ability to handle multicollinearity efficiently. This issue, often encountered when multiple variables measure the same latent construct, is addressed effectively by SEM. The presence of distinct latent constructs eliminates the possibility of multicollinearity. Furthermore, SEM presents complex relationships with exceptional clarity through a graphical language. The model specification is not confined to equations but is visually represented through diagrams. These diagrams provide a convenient and powerful way to present complex relationships and serve as the foundation for the equations underpinning the model. This unique blend of graphical representation and mathematical rigor sets SEM apart from traditional statistical methods. SEM is a sophisticated and comprehensive methodology, providing researchers with a robust framework to investigate intricate patterns among variables. It requires a meticulous approach to model specification, explicitly acknowledging the presence of measurement errors, and encourages using theory and empirical evidence to underpin hypotheses. Unlike traditional methods, SEM incorporates directly measured and latent variables, offering a multivariate perspective. Moreover, it employs a comprehensive battery of evaluation measures for model fit assessment and effectively handles issues like multicollinearity. This is presented through a graphical language, providing an intuitive way to conceptualize and understand complex relationships in data analysis. Essentials of "structural equation modeling" Civelek, M. E. (2018):

a. Direct relationship

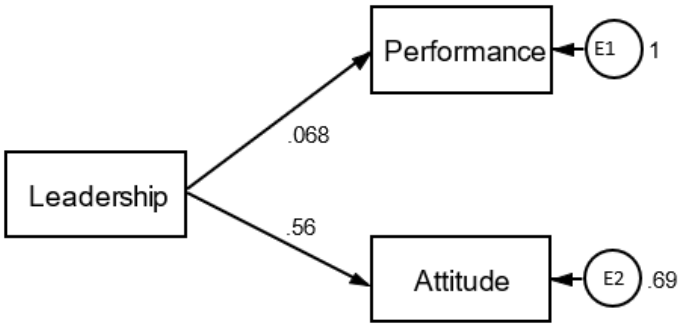

Figure 6. 1, Structural equation modeling for the impact of leadership on attitude and performance

Note: Based on the data collected from the survey

Figure 6.1 and Table 6.7 represents the data from structural equation modeling conducted for an association of leadership with staff attitude and staff performance. The maximum likelihood model was used to analyze, which had robust standard errors and standardised coefficients. The findings show no meaningful correlation between leadership and employee performance. Nonetheless, it has been discovered that a shift in staff members' attitudes is strongly and favorably correlated with staff attitude. According to reports, the coefficient of leadership is 0.556, which means that for every unit change in the leadership score, the respondent's attitude score increases by 0.556.

Table 6. 7, S.E.M. Data

Endogenous variable	Exogenous variable	Coef.	Std. Err.	z	P>z	[95% Conf.	Interval
performance	leadership	0.068	0.089	0.76	0.447	0.079	0.215
	Constant	0.000	0.065	0	1	0.107	0.107
attitude	leadership	0.556	0.073	7.61	0	0.436	0.676
	Constant	0.000	0.054	0	1	-0.089	0.089
		Coef.	Std. Err.			[95% Conf.	Interval]
var(e.performance)		0.995	0.012			0.976	1.016
var(e.attitude)		0.691	0.081			0.569	0.838

b. Moderating relationship

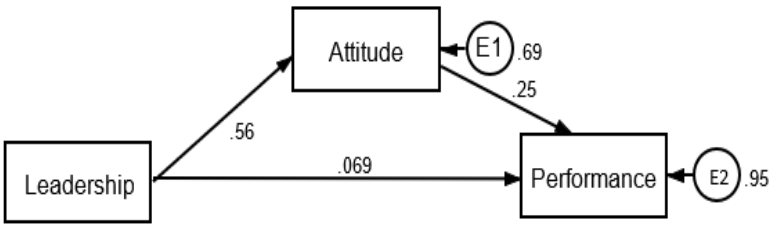

Figure 6. 2, Modeling structural equations to examine how leadership affects performance while accounting for attitude's moderating influence

Figure 6.2 and Table 6.8 represent the results of structural equation modeling conducted for the direct association of leadership with staff performance and the moderating relationship of attitude between leadership and staff performance. The analysis

maximum likelihood model was used with robust standard errors, and standardized coefficients were reported. The findings show no meaningful correlation between leadership and employee performance.

However, it has been discovered that a shift in employees' attitudes is strongly and favorably correlated with their performance. According to reports, the respondent's performance score increases by 0.246 for every unit change in attitude or an attitude coefficient of 0.246. In addition, the attitude of employees is also significantly and positively associated with leadership. A unit change in leadership score will increase the attitude score of the respondent by 0.55. The results affirm the moderating effect of attitude, whereas leadership has no direct relation to staff performance.

Table 6. 8, S.E.M. Data

Endogenous variable	Exogenous variable	Coef.	Std. Err.	z	P>z	[95% Conf.	Interval]
performance	attitude	0.246	0.089	2.75	0.006	0.099	0.393
	leadership	0.069	0.088	0.78	0.438	0.214	0.077
	Constant	0.000	0.064	0	1	0.105	0.105
attitude	leadership	0.556	0.073	7.61	0	0.436	0.676
	Constant	0.000	0.054	0	1	0.089	0.089
		Coef.	Std. Err.			[95% Conf.	Interval]
var(e.performance)		0.954	0.038			0.893	1.018
var(e.attitude)		0.691	0.081			0.569	0.838

More research was done to learn how the faculty members' demographics affected their performance, attitudes, and leadership. This analysis will provide insights that may be instrumental for policymakers regarding recruitment and compensation policies. The performance of the faculty members was found to be negatively associated with gender. Females were found to be scoring lower compared to the males. For the change in gender from males to females, the performance score drops by 0.77 units. It was discovered that there was a positive correlation between faculty performance and

educational qualification, with higher qualification corresponding to higher performance.

Table 6. 9, OLS regression results for the relation between demographic characteristics and leadership, attitude, and educational staff performance.

	1	2	3
VARIABLES	Performance	Attitude	Leadership
Designation: Sr.Lect	0.037	-0.343	0.316
Designation: HOD	-0.216	0.464	0.084
Gender: Female	-0.778***	-0.394*	0.516*
Age:36-45	-0.126	0.055	0.280
Age: above 45	-0.312	0.499	-0.395
Qualification: P.G	0.551***	0.175	-0.411
Qualification: PhD	1.000***	-0.021	-0.590
Teaching Experience:6-10	-0.130	-0.088	-0.136
Teaching Experience:10-15	0.219	0.323	-0.023
Teaching Experience: above 15	0.456	-0.006	0.129
Salary: 51k-70k	-0.643***	-0.628***	-0.095
Salary: 71k-90k	-0.053	-0.205	-0.129
Salary: 90k-120k	-0.603	-1.437**	-1.218
Salary: above 120k	-0.921	-1.640**	-0.020
Constant	0.429	0.413	0.184
Observations	237	237	237
R-squared	0.111	0.083	0.046
Adjusted R-squared	0.0549	0.0252	-0.0136
F-statistic	2.231	1.725	1.303

Note: Significance values *** p<0.01, ** p<0.05, * p<0.1. Calculation based on the data collected from the field survey.

6.2 Discussions

The study's findings have demonstrated the following concerning its goals: The data analysis validates the suggested elements of educational leadership, including academic staff performance and attitude. The most weight was given to innovation in academic staff performance, academic staff attitude motivation, and leadership and people development. In examining the effects of educational leadership on the attitudes and performances of academic staff, it is discovered that, in cases where there is a direct relationship, educational leadership has a positive and significant effect on academic staff attitudes but no discernible impact on staff performance.

The findings show no meaningful correlation between leadership and employee performance as soon as the moderating influence of each variable is examined. Nonetheless, it has been discovered that staff performance is strongly and favorably connected with a shift in academic staff members' attitudes, and academic staff members' attitudes are similarly strongly and favorably associated with leadership. The findings support the moderating role of attitude, but there is no discernible relationship between leadership and staff performance.

Policymakers may find the insights from the demographic research helpful when determining hiring and remuneration practices. Gender was shown to have a negative correlation with faculty members' performance, whereas educational attainment was found to have a positive correlation with faculty performance; more qualifications were connected with higher performance. The results of the study in the case of moderating variables are similar to another study Price, H. (2011); Ibrahim, M. et al. (2013); Lambersky, J. (2016); Munir, F., & Khalil, U. (2016); Mei Kin, T. et al. (2017); Imhangbe, O. S. et al. (2018); Noor, S., Wahyu, W., & Suhaimi, S. (2019); Hartinah, S.et.al.(2020).

However, there are differences in the direct relationship between academic staff performance and educational leadership. This may be the case because the principal of government polytechnics has limited autonomy and is required to fulfill fixed administrative and academic head roles. As a result, his leadership can only positively influence staff attitudes; performance is not impacted when attitudes are changed. This demonstrates that mentality has a moderating effect on the principal's ability to control performance changes.

Chapter 7 - Best practices for maintaining a good relationship

Since we are the most knowledgeable, we may exert instructional leadership just as forcefully by supporting teachers' development. Modern principals lack the time and expertise to be the conventional definition of the role. It's not always the case that educators seek guidance from an instructional leader. However, workers must feel assured that their boss knows their difficulties and frustrations and understands and values their work. Teachers should view their principals as collaborators in the classroom, sharing knowledge and growing from them (Hoerr, 2008).

Therefore, principal-teacher interaction is vital to the academic staff's performance. This study investigates the most effective ways to connect the academic staff and the principal positively. To maximize the productivity of their employees, principals need to build solid and enduring connections. Relationships need to be cultivated carefully, with expert guidance. Principals aim to establish cohesive teams inside their schools that question the status quo and prioritize ongoing enhancements. Since no person has all the information and abilities required to run the business successfully, combining the different talents is difficult (Hyland & Yost, 1994). If the principal occasionally assists faculty members, ties between them can be built (Kellison, 2007). Early childhood educators require their principals' moral and emotional support, which requires them to be prepared (Zeng & Zeng, 2005).

It takes effort to build a good rapport between principals and teachers. Since open communication is essential to every relationship, principals and teachers must maintain frequent contact with each other and the families and communities they serve (Rieg, 2008). Administrators need to get to know every employee inside and out to foster the relationships that result in teams. Building ties with teachers allows one extremely effective public school administrator to get to know them personally and professionally. Principals can employ specific tactics to connect with teachers, as identified in the study "Relationship Building: The First "R" for Principals." Identifying the work, recognizing the performance, being accessible to the personnel, and helping with personal and professional issues are among them.

Praising and honoring educators for their exceptional efforts and achievements and their ability to listen, care, and show concern. Teachers' collective efficacy is linked to principals' work in school reform, namely staff and instructional growth. The cooperation between principals and academic staff is enhanced when principals are involved in staff development and instruction Rieg (2008). These studies show that the principal's relationship with the educational staff is based on more than just instructional or administrative matters; it also involves the instructors' issues and emotional fortitude. All the techniques that can be used to improve the relationship between the academic staff and the principal will be investigated in this study through qualitative research (Meyer Alan et al., 2022).

This exploratory study was conducted to identify the best practices for maintaining the excellent relationship between Principals and academic staff in the Government Polytechnics of Himachal Pradesh. The first objective was to determine the practices. Then what are the prominent ones and significance of these practices based on designation, i.e., Principal, HOD, and Sr. Lecturer/Lecturer

The primary practices employed at different institutions are determined based on the abovementioned literature review. These served as the foundation for creating the conversation points for the focus group. These discussion points were shared with academicians working in eminent institutions, and their suggestions were duly incorporated in the final draft of discussion points. The mixed group of Principal, Hods, and Sr. Lecturer / Lecturers were involved in the focus group discussion. Because the relationship is between the Principal and staff, the response of all stakeholders was essential to improve the relationship.

So, the focus group discussions were convened in the polytechnic's conference room or standard room, and the researcher introduced all participants to the topic. They were informed that, following study ethics, their responses and personal information would not be disclosed. The researcher started discussing the points and the time everyone was given to respond. The responses were recorded and converted to files. Each

discussion file was imported to N Vivo software, and further analysis of finding theme was done through N Vivo version 14.

In this qualitative research for focus group discussion, five polytechnics, which are the largest and run more than four disciplines, are selected. The principal, HOD, and Sr. Lecturer of all these polytechnics were involved in each focus group discussion. Each lecturer was selected randomly from each discipline of that Polytechnic. In each chosen polytechnic, the Focus Group discussion was conducted in the conference room or standard room, where all the participants were apprised about the topic and assured that their identity and responses would be kept confidential.

The researcher convened the discussion, and one by one, the topic statement was read, and the responses of each person in the discussion were recorded. It has been concluded from the review that four practices need to be explored to improve the relationship between the Principal and academic staff. These Practices are Instructional, Administrative, Environmental, and emotional. Based on these, the discussion points were framed. The discussion points' details are shared with 12 experts in the academia of vocational & higher education with a Doctorate. Based on their recommendations, the final discussion points are finalized.

Open communication, mutual respect, supportive leadership, collaboration, and recognition are crucial to fostering a positive academic environment. Principals should establish regular channels for teachers to share ideas and concerns, fostering a culture of trust and transparency. Recognizing teachers' expertise and hard work fosters a sense of belonging and motivation. Collaboration and teamwork are essential for promoting unity and ownership of the school's mission. Recognition and celebration of achievements motivate academic staff to continue striving for excellence.

7.1 Findings

The data collected through focus group discussions was converted into MS Word, and institution-wise, participant's comments on each discussion point were prepared in files.

All these files are imported into N vivo software. The N Vivo 14 version is used in this analysis. The nodes and child nodes prepared by the software of the collected data are:

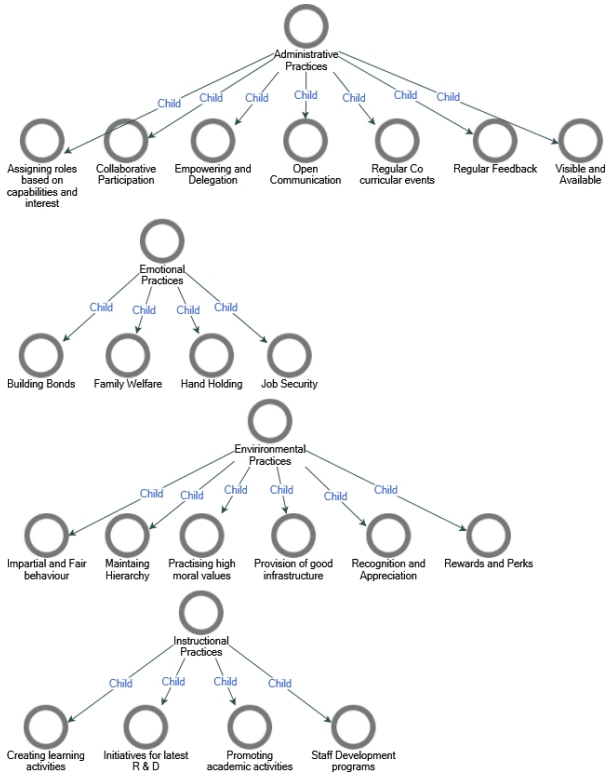

Figure 7. 1, Main Nodes and Child Nodes Generated by N Vivo

The primary and child nodes prepared by software based on responses are shown in Figure 7.1. As per these, the table of Nodes and Child Node was designed as Table 7.1

Table 7. 1, Main Node and Child Node

Main Node	**Child Node**
Administrative Practices	Assigning roles based on capability and interest
	Collaborative Participation
	Empowering and Delegation
	Open Communication
	Regular co-curricular events
	Regular Feedback
	Visible and available
Emotional Practices	Building Bonds
	Family Welfare
	Hand Holding
	Job Security
Environmental Practices	Impartial and Fair Behaviour
	Maintaining Hierarchy

	Practicing High Moral Values
	Provision of Good infrastructure
	Recognition and appreciation
	Rewards and Perks
Instructional Practices	Creating Learning Activities
	Initiative for Latest R&D
	Promoting Academic Activities
	Staff Development Programs

A Hierarchy Chart was prepared to find out which practice is more prominent than others. The area covered by each node shows the prominence of that factor. The Hierarchy Chart of the collected data is given in Figure 7.2. The data from the hierarchy chart depicts that administrative practices have a significant role, followed by environmental practices. In administrative Practice, open communication is the primary practice; similarly, impartial and fair behavior is an essential ecological practice. Staff development programs in instructional practices, hand-holding, and family welfare are crucial to emotional practices.

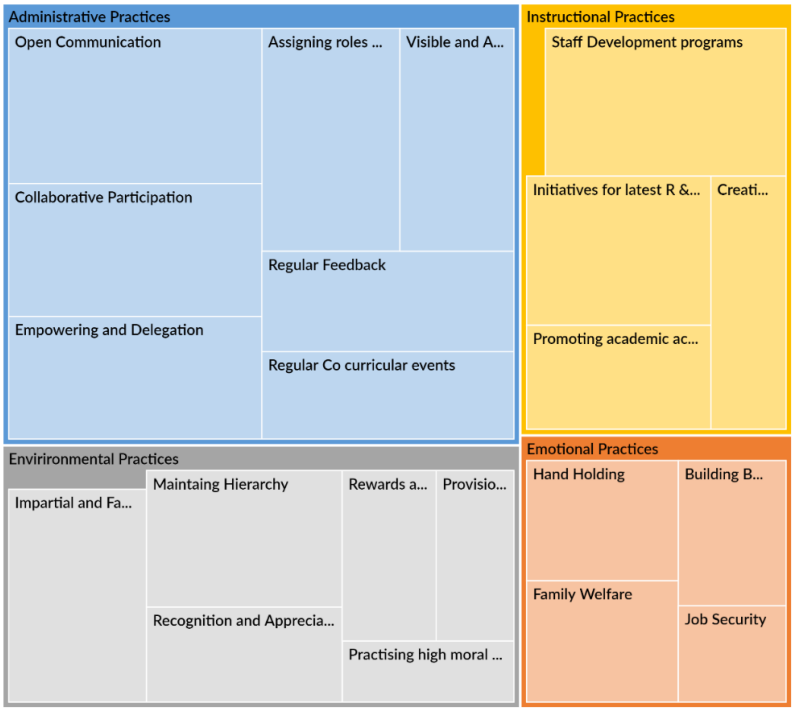

Figure 7. 2, Hierarchy Chart of Practices to Improve Relationships between Principal and Academic Staff

Bar Charts: In the focus group discussion, the participants were the Principal, HOD, and Lecturer/ Sr.Lecturer. In the debate based on designation, the emphasis given by each type of stakeholder was shown in the following bar graphs in Figure 7.3,7.4.,7.5,7.6, and 7.7.

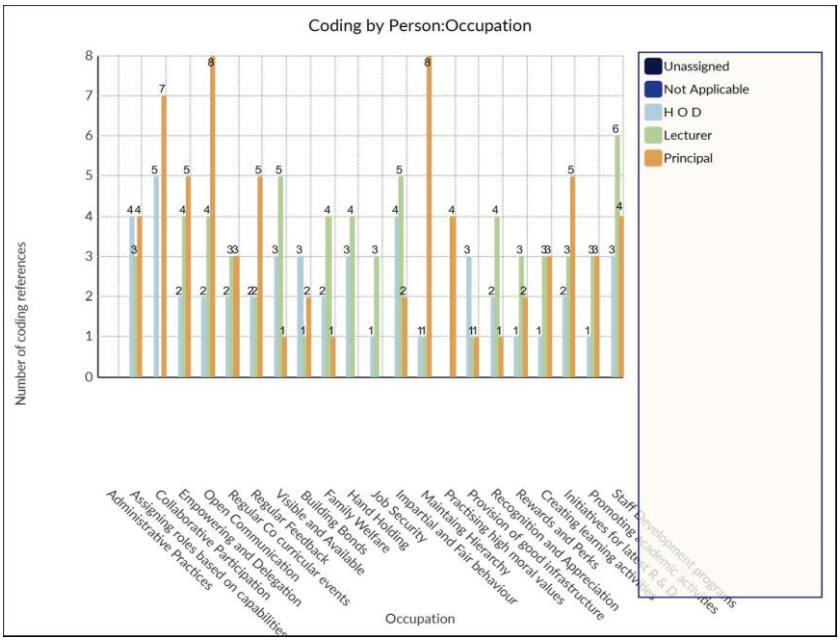

Figure 7. 3, Bar Chart of Practices to Improve Relationships between Principal and Academic Staff

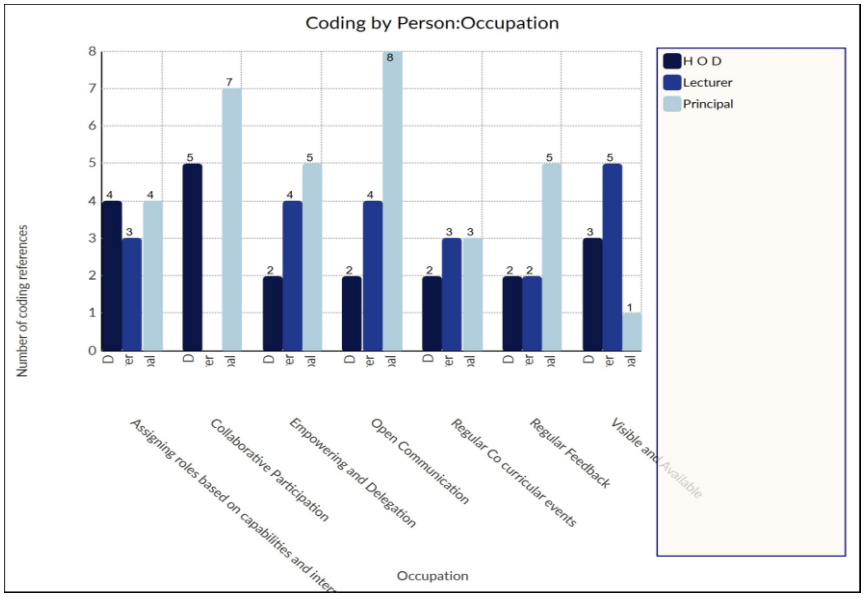

Figure 7. 4, Administrative Practices to Improve Relationships between Principal and Academic Staff based on Occupation

In Administrative Practices, the Principal has given more stress, and HOD has shown the slightest concern. Lectures/Sr. Lecturers have taken the middle path. However, to be present and visible, the principal has shown the most minor concern.

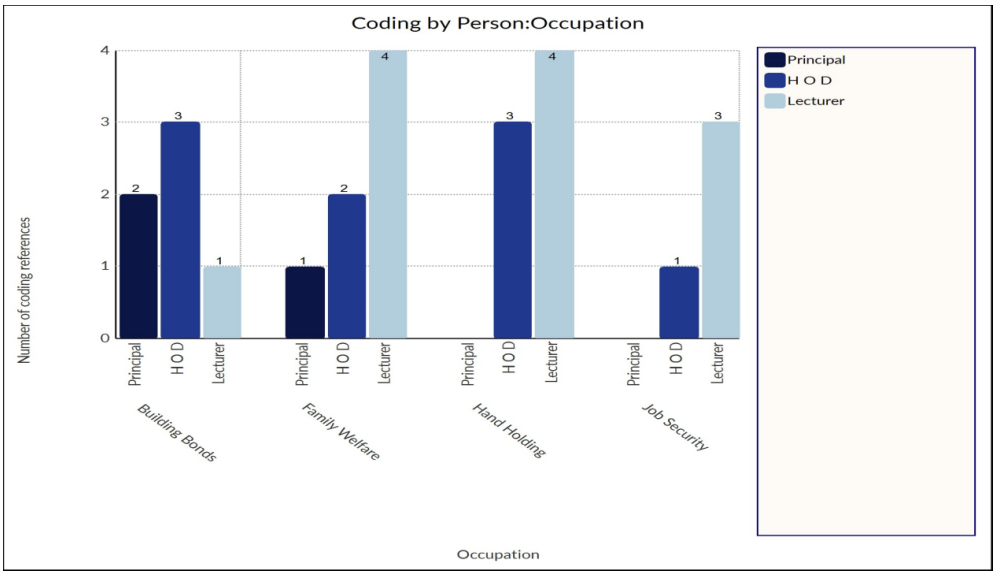

Figure 7. 5, Emotional Practices to improve Relationships between Principal and Academic Staff based on Occupation

In emotional Practices, The Lecturers / Sr. lecturers have shown great concern, and the Principal has led the least. HOD has taken the middle path.

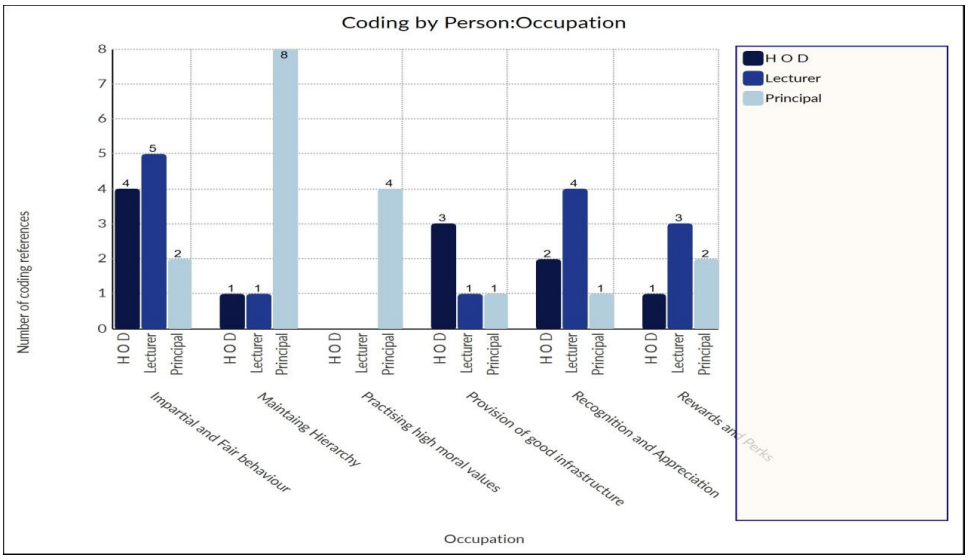

Figure 7. 6, Environmental Practices to Improve Relationships between Principal and Academic Staff based on Occupation

In environmental practices for rewards, recognition, and impartial behavior, lecturers/senior Lecturers have shown more concern. For providing good infrastructure, HOD has given more stress, but for maintaining hierarchy and Practicing high moral values, the Principal has given more stress.

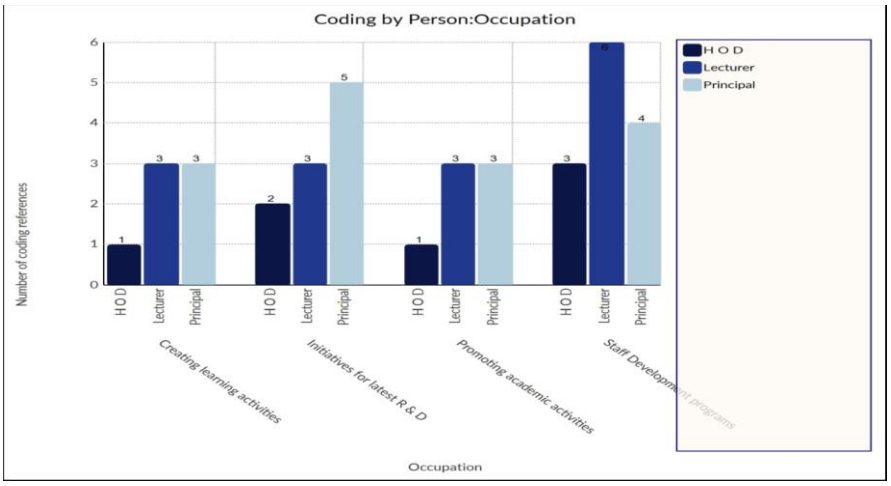

Figure 7. 7, Instructional Practices to Improve Relationships between Principal and Academic Staff based on Occupation

The Instructional Practices Bar chart shows that the Principal and Lecturer /Sr. The lecturer showed more concern, but Hod took the middle path. In the Group Discussions, what were the most discussed points and which words were mostly repeated can be identified through the word cloud, which is shown in Figure 3

Figure 7. 8, Word Cloud of Practices to Improve Relationships between Principal and Academic Staff

The word cloud also indicated that Practices like Impartial behavior, healthy staff respect, social welfare, better communication, family concern, welfare activities, and sports activities were the main words of discussion.

7.2 Discussions

The study explored that improving the relations between the principal and academic staff is not only an administrative or instructional practice, but emotional and environmental practices are also fundamental. The academic staff stressed dynamic practices more, and the Principal emphasized administrative practices. The essential practices identified were the impartial and fair behavior of the Principal, better communication between the principal and staff, collaborative practices, family welfare activities for staff, staff development programs, hand-holding of staff, maintaining hierarchy by staff, and practicing high moral values. The various researchers M., & Brownlee-Conyers, J. (1992). Smylie, Barnett, K., & McCormick, J. (2004). Price, H. E. (2011). Tschannen-Moran, M., & Gareis, C. R. (2015). Hughes, A. L. et.al. (2015). Also, it was concluded that Principal and academic staff relations contribute to academic staff performance, and these practices are to be practiced by both the Principal and staff.

The study provides a comprehensive analysis of relationship-enhancing practices between principals and academic staff in vocational institutions of Himachal Pradesh. The study identifies four key categories of practices: administrative, emotional, environmental, and instructional. Administrative practices such as open communication, delegation, and collaborative participation emphasize the importance of mutual engagement and operational efficiency. Emotional practices, including building bonds, job security, and supportive leadership, highlight the need for empathy and trust in fostering strong relationships. Environmental practices, such as maintaining impartiality, providing good infrastructure, and recognizing achievements, focus on creating a fair and conducive workplace environment. Instructional practices, which involve promoting staff development programs, encouraging academic activities, and adopting innovative R&D initiatives, reinforce the educational mission and professional growth. Using focus group discussions and NVivo for thematic analysis,

the study prioritizes these practices, with open communication, impartial behavior, and recognition emerging as pivotal factors. While these findings offer valuable insights, the discussion could be enriched by aligning the identified practices with established best practices in organizational leadership, examining the influence of regional and cultural contexts, and providing actionable recommendations for policy and implementation. Such an approach would deepen the understanding of relationship dynamics and enhance the relevance and applicability of the findings.

A detailed consideration of cultural and regional factors is essential for understanding the relationship dynamics within vocational institutions in Himachal Pradesh. The region's socio-cultural fabric, characterized by traditional values, respect for hierarchy, and community-oriented living, plays a pivotal role in shaping interpersonal relationships. These factors influence how administrative practices, such as delegation and decision-making, are perceived and implemented. For instance, principals and staff might prefer a more hierarchical communication approach, reflecting local norms of authority and respect. Additionally, the emphasis on job security and family welfare as critical emotional practices aligns with the region's focus on social stability and familial bonds. The infrastructure and resources available in the region also shape environmental practices, as vocational institutions may prioritize fairness and moral values to foster trust and inclusivity in resource-constrained settings. Recognizing these cultural and regional nuances allows for tailoring relationship-enhancing practices to resonate with the local context, ensuring they are both effective and sustainable. This contextual understanding is vital for fostering a harmonious and productive academic environment that aligns with the unique socio-cultural dynamics of Himachal Pradesh.

Chapter 8 - Summary and Conclusions

This chapter covers the study's overview, key findings, conclusions, practical ramifications, constraints, and recommendations for additional research.

8.1 Summary

This study explored the role of educational leadership in government polytechnics. The principal is the institutional head, and most of the time, it is expected that the principal's leadership will affect the working of the academic staff. In this technological era, imparting state-of-the-art vocational education through polytechnic is a great challenge. The challenges need to be identified in the government sector, and how academic leaders justify their roles needs to be studied.

The first construct of the study was whether the principal understands what his team expects from him so that he can make the required provisions. The second construct focused on how he is directing his team to achieve set goals by fostering proper teamwork. Determining whether educational leadership influences his team's performance and attitude was the third construct to be identified. The study's final component made recommendations for how to keep positive relationships within the organization. Based on these premises, the study's objectives were formulated as follows:

1. To investigate how different the principal's perception of academic staff expectations is from the expectations set out by the staff.
2. To study the practices used by Principals in inducing and maintaining teamwork among academic staff.
3. To research how academic staff members' attitudes and performance are affected by educational leadership.
4. To suggest the best practices for maintaining the excellent relationship between Principals and academic staff.

This study uses a mixed methods approach to attain its objectives. The quantitative research methodology was used for the first and third objectives, and for the second and

fourth, the qualitative approach was used. The instruments of collected data were prepared after finalizing the variables from the literature review. The questionnaire for quantitative research was designed by formulating statements based on finalized variables. Further, the contents are validated by sharing the questionnaire with persons working in esteemed academic institutions with doctorates. The responses were sought on a seven-point Likert scale online using Google Forms. All of the principals, heads of departments, and senior lecturers were involved, and the lecturers were chosen randomly from all of the government polytechnics in Himachal Pradesh.

Using Google Meet, semi-structured interviews were performed with all government polytechnic principals as part of the qualitative research approach for the second aim. The professors of reputable vocational institutions approved the semi-structured interview questions. N vivo version 12 was used to analyze the data gathered from each subject. In the fourth objective, focus group discussions were conducted with those five polytechnics with more than four disciplines. All principals, hods, and senior lecturers from each selected polytechnic were involved, and one lecturer was chosen through simple random sampling from each discipline. Academic experts with doctorate degrees validate the discussion points per the literature review. The researcher conducted focus group discussions, and the data collected was analyzed using N vivo version 14.

8.2 Major Findings

8.2.1 Findings related to the first objective

Academic staff expectations of a polytechnic principal are grouped into three categories: institutional management, ethical, and human abilities. The faculty thought the principals understood their expectations, but the faculty also thought the principals didn't. There was a noticeable difference in comprehension, indicating that the staff did not know the principal understood the expectations of the academic staff, and the principal did not think the staff understood the expectations.

The Study found notable disparities between the principal's perception of academic staff expectations and those of the staff. Principals prioritized administrative efficiency

and adherence to institutional guidelines, while staff emphasized autonomy, professional development, and student-centered approaches. This misalignment underscores the importance of enhancing communication channels and fostering mutual understanding between principals and staff. Addressing these differences can lead to improved collaboration, job satisfaction, and, ultimately, enhanced academic performance within the institution.

8.2.2 Findings related to the second objective

This literature analysis concluded that as cooperation facilitates the achievement of objectives, it is fundamentally necessary in educational settings. Various institutions apply collaboration practices: “feedback, autonomy, recognition and reward, shared vision, task independence, task interdependence, effective coordination, interpersonal skills, mutual trust, team cohesiveness, and reciprocal support.” According to the study's findings, interdependent team roles, effective communication, healthy interpersonal skills, and teamwork evaluation are the main strategies employed by the principals of “Himachal Pradesh’s” government polytechnics to foster teamwork. The principles also used a few less “visible techniques; such as task appraisal, rewards, and recognition, to help teams function” properly.

8.2.3 Findings related to the third objective

After the research was examined, it was determined that educational leadership affected the attitudes and performance of academic staff members. The "Himachal Pradesh" government polytechnics were the subject of a quantitative study. The critical factors in educational leadership were "Direction setting, Action-orientation, People Development, Teaching and research excellence, and Human talents." These variables were also examined in light of the data gathered concerning the performance, identification from the literature review, and attitude of academic staff members.

The factors that were found to be associated with the attitude of academic staff members were Job Satisfaction, Embracing Change, Motivation, and Intention to Continue. The performance of academic staff members in polytechnic institutions was found to be correlated with the following variables: teaching, supervision, innovation, research and

publication, and community service. Furthermore, the data is standardized, and PCA calculates the eigenvalue, yielding significant results.

The direct impact of educational leadership on attitude and performance was examined using structural equation modeling, and the moderating effect of attitude on performance was also used to test the findings. The findings demonstrated that, while educational leadership did not significantly affect academic staff performance, it did have a significant direct impact on the attitudes of academic staff members. On the other hand, it has been discovered that educational leadership significantly influences academic staff attitudes, and academic staff attitudes significantly influence academic staff performance when attitudes are considered as moderating variables.

8.2.4 Findings related to the fourth objective

The principal-academic staff relationship can be improved through four primary practices: administrative, instructional, environmental, and emotional. These codes generated by the program based on data are called the Main Code and the Child Code. The Administrative Practices play a significant role, followed by the Environmental Practices, further illustrated by the Hierarchy Chart. Transparency in administration is essential, and acting impartially and somewhat is crucial in the environment. Programs for staff development that focus on family welfare, hand-holding, and instructional techniques are critical for emotional practices. According to the word cloud, key discussion topics include staff respect, staff meetings, fair and impartial behavior, and social and welfare initiatives. The principal's equitable and honest behavior, improved staff-principal communication, collaborative practice, family welfare initiatives for staff, staff development programs, staff handholding, upholding staff hierarchy, and the practice of high moral standards were the most significant practices found.

8.3 Conclusion

The study underscores the need for the expectations and perceptions of the academic staff and the principals in the polytechnic institutions to be harmonious. As this research seeks to conclude, staff-staff communication, understanding, and staff-student relations and practices are crucial for enhancing staff and students' satisfaction, productivity, and

institutional efficiency. School management and administration bear a great deal of responsibility in determining the working attitudes and behavior of teaching faculty and staff, with considerable changes recorded where attitude is viewed as a mediator. The primary tactics for improving the principal-academic staff relationship and realizing educational goals include applying open administrative practices, creating a supportive organizational environment, and emphasizing the importance of staff's personal growth.

This research concluded that the principal's educational leadership is essential in academic staff performance in the Government Polytechnics of Himachal Pradesh. It was examined whether the principal takes care of their staff properly by understanding their staff's expectations. The study found that principals understand few expectations but boast that they duly appreciate most of the expectations; however, a gap was identified in their understanding. Further, regarding how the principals run their institutions by inducing and maintaining proper teamwork practices, it has been determined that they use teamwork practices. However, some more are required to be practiced. The impact of the educational leadership of Himachal Pradesh's government polytechnic principals is investigated, and the results show that educational leadership significantly influences attitude change. Still, when attitude is considered a moderating variable, leadership does affect performance.

Instead, performance is not significantly impacted directly by educational leadership. Therefore, it is concluded that Leadership affects attitude and performance. How will the principal maintain a healthy relationship with his academic staff, and what practices should he adopt? The practices were identified and were impartial and fair behavior of the principal, better communication between principal and staff, collaborative practices, family welfare activities for staff, staff development programs, hand holding of staff, maintaining hierarchy by staff, and practicing high moral values.

For educational leadership-related findings, this study is in line with Fields et al., 2019; Sun & Leithwood, 2015; Niewiesk & Garrity-Rokous, 2021; Gmelch & Wolverton, 2002; Hoque et al., 2020, for attitude of academic staff-related findings in line with Toker, 2011; Nyagah,2016; Choi, 2011; Mawoli & Babandako, 2011; Adetola et al.,

2022 and Muslichah & Asrori, 2018, for performance of academic staff related findings in line with Abba et al., 2016; Saleem et al., 2020; Masron et al., 2012; Abba, 2018, either fully or partially.

8.3.1 Conclusion Related to the First Objective

Academic Staff Expectations from the Principal and the Principal's Understanding of Academic Staff Expectations:

The research revealed a notable divergence between the findings of the principal and the academic staff's expectations. Academic staff grouped their expectations into three main categories: management of institutions, ethical codes, and human skills. The two disagreed despite the faculty's perceptions that principals appreciated their expectations. Principal preferences were on bureaucratic rationality and organizational compliance, while staff preferred professional freedom, personal growth, and learner-centeredness. This misalignment thus calls for improved relations and understanding between the heads of institutions and the academic staff to improve collaboration and job satisfaction, hence the institution's overall performance.

8.3.2 Conclusion Related to the Second Objective

Practices Used by Principals in Inducing and Maintaining Teamwork Among Academic Staff:

The literature review and study findings highlighted cooperation as necessary in attaining education goals. The best practices observed are feedback, autonomy, recognition, shared vision, task interdependence, and mutual trust. In the government polytechnics of Himachal Pradesh, principals adopted strategies such as using interdependent team roles, communication, and teamwork assessment. Also, other indirect methods applied to maintain team utility included task assessment, incentives, and praise.

8.3.3 Conclusion Related to the Third Objective

Effect of Educational Leadership on Academic Staff Attitude and Performance:

The study also proved beyond doubt that educational leadership positively influences the behavior and work output of academic personnel. The analysis established various educational leadership factors, including direction setting, action orientation, people development, teaching and research, and human talents. Consequently, the study revealed that job satisfaction, change readiness, motivation, and continuance intentions were highly correlated with the attitudes of the academic staff. It was linked to teaching, supervision, innovation, research and publication, and community service. The findings of this study using structural equation modeling pointed out that although educational leadership had a partial effect on performance, it had a more significant effect on staff attitudes. As for the moderating variable, the influence of attitudes was substantial concerning performance.

8.3.4 Conclusion Related to the Fourth Objective

Best Practices for Maintaining a Good Relationship Between the Principal and Academic Staff:

The study marks the principal and academic staff relationship as administrative, instructional, environmental, and emotionally enhanced. Communication practices, mainly fair and transparent, were highly influential in administration. About the environmental practices, there were also concerns about neutrality and unbiased conduct. The subtype of emotional practices consisted of staff development programs, family welfare, and instructional methods. Some of the highlighted practices included fairness and integrity from the principals, enhanced communication, cooperation, staff development, and high ethical standards. The above practices were crucial in promoting a good relationship between the principal and the academic staff.

8.4 Theoretical and Managerial Implications

8.4.1 Theoretical Implications

The study found that there is undoubtedly a relationship between the educational leadership of the principal of the government polytechnic of Himachal Pradesh and the performance of academic staff. However, attitude has a moderating role in it. Studying government polytechnics in Himachal Pradesh has significant theoretical implications

for educational leadership and academic staff performance. Firstly, it highlights the importance of leadership styles in shaping organizational culture and climate within educational institutions. Different leadership approaches, such as transformational, transactional, and servant leadership, may influence staff motivation, job satisfaction, and commitment to organizational goals. Secondly, the study underscores the relevance of organizational justice theories in understanding the perceptions of academic staff regarding fairness, equity, and transparency in decision-making processes. Perceived fairness in resource allocation, promotion criteria, and performance evaluation systems may impact staff morale and engagement. Thirdly, it contributes to the literature on organizational learning and change management within educational contexts. Effective leadership practices promoting continuous improvement, innovation, and collaboration among academic staff are crucial for enhancing institutional effectiveness and student outcomes.

Furthermore, the study highlights the significance of contextual factors, such as government policies, institutional norms, and socio-cultural dynamics, in shaping leadership practices and staff performance. Understanding these contextual influences is essential for designing contextually relevant leadership development programs and performance management strategies. Overall, the findings of this study provide valuable insights into the complex interplay between leadership, organizational dynamics, and academic staff performance in government polytechnics. These theoretical implications can inform the development of evidence-based leadership interventions and organizational policies to promote excellence in teaching, research, and service delivery within educational institutions in Himachal Pradesh and beyond.

The study's findings carry significant practical implications for educational leadership and academic staff performance in government polytechnics of Himachal Pradesh. Institutions should focus on leadership development programs for principals to improve communication, collaboration, and conflict resolution skills. A positive leadership attitude promotes academic staff trust, respect, and empowerment. Implementing formal performance feedback mechanisms, involving staff in decision-making processes, and establishing recognition systems can enhance staff performance. Clear

conflict resolution procedures and improved communication channels foster a harmonious work environment. Professional development opportunities for principals and academic staff can improve their leadership skills, teaching methodologies, and subject knowledge, empowering individuals to contribute effectively to institutional goals. By implementing these practical strategies, government polytechnics in Himachal Pradesh can strengthen the relationship between educational leadership and academic staff performance while acknowledging the moderating role of attitudes. This leads to a more productive, collaborative, and supportive work environment, benefiting the institution and its stakeholders. To improve academic staff performance, policymakers should give more academic and administrative autonomy to state principals of polytechnics. The National Qualification Framework and National Education Policy 2020 also recommend this. The principal's training module should include teamwork practices and practices to foster good relationships with staff. The principal's expectations of staff should also be shared in department meetings. There should be more provisions to sponsor academic staff-to-staff development programs, especially programs of higher studies, as it has been found that higher qualification leads to better performance.

8.4.2 Managerial Implications

The study's findings on educational leadership and academic staff performance in government polytechnics of Himachal Pradesh have significant managerial implications. Firstly, recognizing the relationship between the principal's educational leadership and academic staff performance underscores the importance of effective leadership practices in driving organizational outcomes. Principals play a crucial role in shaping the institutional culture, setting academic standards, and providing guidance and support to academic staff. Therefore, investing in leadership development programs for principals is essential to equip them with the necessary skills and competencies to lead effectively. However, the study's identification of attitude as a moderating factor highlights the need for a nuanced approach to leadership development and performance management.

While educational leadership is essential, the attitudes and perceptions of principals and academic staff can significantly influence the effectiveness of leadership practices and their impact on staff performance. Therefore, managerial interventions should focus on enhancing leadership capabilities and fostering positive attitudes and collaborative relationships within the organization. One practical implication is the implementation of attitude assessment tools and interventions to promote a positive work culture and enhance interpersonal dynamics among staff members. This could involve conducting attitude surveys, organizing workshops on attitude development and communication skills, and facilitating team-building activities to strengthen relationships and promote mutual understanding. Additionally, performance evaluation and feedback mechanisms should consider the influence of attitudes on leadership effectiveness and staff performance. Principals should receive feedback on their leadership practices, focusing on attitude-related factors such as communication style, openness to feedback, and willingness to collaborate. Similarly, academic staff should receive feedback on their performance, highlighting the impact of leadership attitudes on their motivation, job satisfaction, and engagement.

Furthermore, promoting a culture of transparency, trust, and mutual respect is crucial for creating an environment conducive to effective educational leadership and academic staff performance. Open communication channels, regular feedback sessions, and opportunities for collaboration and shared decision-making can help build positive relationships and enhance organizational effectiveness. Overall, the study's findings highlight the complex interplay between educational leadership, attitudes, and academic staff performance in government polytechnics of Himachal Pradesh. By recognizing and addressing the moderating role of attitudes, educational leaders can effectively harness the potential of their leadership practices to improve organizational outcomes and promote a culture of excellence within the institution.

The findings of the research have significant potential for influencing technical education policies at both state and national levels. Initially, the results can be shared with the Directorate of Technical Education and the Technical Education Board of Himachal Pradesh. These institutions play a critical role in shaping the policies and

guidelines for technical education within the state. By leveraging the insights from this research, they can make informed decisions to enhance the quality, accessibility, and relevance of technical education programs in Himachal Pradesh.

Furthermore, the results can be forwarded to the All India Council for Technical Education (AICTE), which serves as the apex body responsible for the regulation and development of technical education across the country. As a national policymaker, AICTE can utilize the research findings to refine its strategies, create innovative frameworks, and introduce initiatives aimed at improving technical education at a broader scale.

Lastly, based on the outcomes of this research, tangible and practical changes can be implemented in technical education systems both within Himachal Pradesh and across India. These changes could include curriculum development, the introduction of industry-relevant training programs, and policy reforms that align technical education with contemporary demands. This would ultimately contribute to producing a skilled workforce capable of addressing the challenges of a dynamic global environment.

8.5 Recommendations

The study has implications that polytechnic principals should be acquainted with their role description and the demands of the academic employees. To enhance performance among the academic staff, they should use interdependent team roles, good communication, sound interpersonal relations, team assessment, training team activities, task assessment, incentives and rewards, and proper team composition. Thus, the principal and the academic staff can enhance their relations through appropriate communication, impartiality, high moral standards, and family and development activities. Finally, the study found that educational leadership impacts the academic staff's attitude, not performance. To enhance the educational system, the study suggests the following strategies: evaluation and monitoring, creation of a positive working culture, staff engagement, feedback procedures, resource allocation, leadership development, appraisal systems, staff development, positive thinking, and collaborative leadership.

Based on the findings of the study "Educational Leadership and Academic Staff Performance: A Study of Government Polytechnics of Himachal Pradesh," the following recommendations are proposed to enhance the effectiveness of educational leadership and improve academic staff performance:

1. Enhance Communication Channels

A significant gap exists in the perceived understanding of expectations between principals and academic staff.

Recommendation:

- Implement regular, structured communication forums, such as town hall meetings, to ensure that principals and academic staff clearly understand each other's expectations.
- Develop a feedback mechanism where academic staff can anonymously share their concerns and expectations, which principals can address transparently.

2. Foster Mutual Understanding

Principals prioritize administrative efficiency, while staff emphasize autonomy and professional development.

Recommendation:

- Organize joint workshops and team-building activities that align institutional goals with personal professional development.
- Encourage principals to participate in continuous professional development programs to understand and appreciate the staff's need for autonomy and student-centered approaches.

3. Promote Collaborative Practices

Cooperation is essential for achieving objectives in educational settings.

Recommendation:

- Encourage a culture of collaboration by recognizing and rewarding teamwork and collective achievements.
- Facilitate cross-departmental projects that require interdependent team roles and effective coordination to promote mutual trust and interpersonal skills.

4. Strengthen Leadership Development

Educational leadership significantly impacts the attitudes and, indirectly, the performance of academic staff members.

Recommendation:

- Provide leadership training programs focusing on critical factors such as direction setting, action orientation, people development, and teaching and research excellence.
- Encourage academic staff to take on leadership roles within projects and committees to build leadership skills and enhance their attitudes towards institutional goals.

5. Improve Principal-Academic Staff Relationships

Improving relationships through administrative, instructional, environmental, and emotional practices is crucial.

Recommendation:

- To build trust and respect, ensure transparent and impartial communication between principals and staff.
- Develop staff development programs that include family welfare initiatives, emotional support systems, and hand-holding techniques to foster a supportive work environment.
- Maintain high moral standards and equitable behavior to uphold the integrity of principal-staff relationships.

6. Enhance Job Satisfaction and Motivation

Job satisfaction, embracing change, motivation, and the intention to continue are critical factors affecting academic staff attitudes.

Recommendation:

- Implement regular performance appraisals that include constructive feedback and recognize staff achievements.
- Provide opportunities for academic staff to engage in professional development and innovative projects that align with their interests and skills.

7. Develop a Supportive Work Environment

Environmental practices play a significant role in improving principal-academic staff relationships.

Recommendation:

- Create a positive work environment by organizing regular staff meetings, social and welfare initiatives, and team-building activities.
- Ensure that the physical work environment is conducive to productivity and collaboration by providing necessary resources and facilities.

8. Encourage Innovation and Research

Academic staff performance is correlated with teaching, supervision, innovation, research and publication, and community service.

Recommendation:

- Incentivize academic staff to engage in research and innovation projects, including grants, sabbaticals, and recognition programs.
- Encourage collaboration with external research institutions and industry partners to enhance the quality and impact of research activities.

By implementing these recommendations, government polytechnics in Himachal Pradesh can bridge the gap between principals and academic staff, foster a more

collaborative and supportive work environment, and ultimately enhance academic staff performance and institutional effectiveness.

8.6 Limitations of the Study

The study "Educational Leadership and Academic Staff Performance: A Study of Government Polytechnics of Himachal Pradesh" faces several limitations that affect the breadth and applicability of its findings. Firstly, excluding private polytechnics restricts the study's ability to comprehensively understand educational leadership and academic staff performance within the broader polytechnic landscape. Private institutions may operate under different governance structures, funding mechanisms, and regulatory frameworks, leading to distinct organizational cultures and performance dynamics not captured in the study. Secondly, the study's narrow focus on government polytechnics limits its scope. By excluding other vocational higher education institutions such as engineering, pharmacy, and management institutions, the study overlooks valuable insights into the varied leadership practices and staff performance indicators across different vocational disciplines. This omission undermines the study's ability to offer insights relevant to various vocational education settings.

The study does not account for variations based on specific disciplines in polytechnics or demographic characteristics, limiting its applicability for planning new institutions. Discipline-based analysis could identify high-demand programs and address regional skill gaps, while demographic analysis could highlight underserved areas and ensure equitable access to technical education. Incorporating these factors would enable policymakers to strategically plan the location, focus, and resource allocation for new polytechnics, ultimately enhancing their impact on regional and national development. Additionally, the geographical restriction to Himachal Pradesh constrains the study's external validity and generalizability. The unique socio-economic, cultural, and educational context of Himachal Pradesh may not represent other regions in India or internationally. Consequently, the study's findings may lack broader applicability beyond the specific geographic area studied. This study is conducted on government polytechnics in Himachal Pradesh. The limitations of this study are:

1. Private polytechnics are not involved.
2. Other vocational higher institutions, such as Engineering, pharmacy, and management institutions, are not involved.
3. The study is only limited to Himachal Pradesh

8.7 Scope for Further Research

"Educational Leadership and Academic Staff Performance: A Study of Government Polytechnics of Himachal Pradesh" provides valuable insights into educational leadership and staff performance dynamics in government polytechnics. However, several limitations constrain the generalizability and breadth of its findings. Firstly, excluding private polytechnics restricts the study's applicability to only government-run institutions, overlooking potential variations in leadership practices and staff performance within private settings. The study's narrow focus on polytechnics excludes other vocational higher education institutions such as engineering, pharmacy, and management colleges, limiting the understanding of leadership dynamics across diverse vocational disciplines. Moreover, the geographical restriction to Himachal Pradesh restricts the study's external validity and may not fully capture the nuances of educational leadership and staff performance in other regions of India.

Despite these limitations, several promising avenues for future research can build upon the study's findings and address its limitations. Firstly, conducting further research on engineering and management colleges would provide a more comprehensive understanding of educational leadership and staff performance across a broader spectrum of vocational education institutions. This would enable researchers to explore how leadership practices vary across different vocational disciplines and institutional types, contributing to a more nuanced understanding of effective leadership strategies. Secondly, future studies could investigate the relationship between principal leadership and students' academic performance. By examining factors such as instructional leadership, school climate, and support mechanisms, researchers can identify strategies to enhance student learning outcomes and improve overall educational quality. This research could provide valuable insights for policymakers, administrators, and practitioners seeking to optimize leadership practices in academic settings.

Lastly, conducting further research on polytechnics at the national level would allow for a more comprehensive analysis of educational leadership and staff performance across diverse geographic regions. Researchers can identify common trends, challenges, and best practices in vocational education leadership by comparing polytechnics from different states and territories. This comparative analysis would inform the development of evidence-based policies and interventions to strengthen polytechnic education at the national level. In conclusion, while the study on government polytechnics in Himachal Pradesh offers valuable insights, there is ample scope for further research to expand upon its findings and address its limitations. By exploring additional institutional contexts, levels of leadership, and geographic scales, future research can contribute to advancing knowledge and understanding of educational leadership and staff performance in vocational education.

1. Further research can be conducted in engineering colleges and management colleges.
2. Research on principal leadership and students' performance can be conducted.
3. Further research can be conducted on polytechnics at the National level.

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Zohreh Gholipour Haftkhavani, Batoul Faghiharam and Alireza Araghieh (2012). *Organizational Commitment and Academic Performance (Case study: students at secondary schools for girls)*. [online] ResearchGate. Available at: https://www.researchgate.net/publication/329277292_Organizational_Commitment_and_Academic_Performance_Case_study_students_at_secondary_schools_for_girls [Accessed 17 Dec. 2023].

List of Appendices

List of Publications

1. Suneel Kumar, Dr. Megha Mehta. et al. (2023), Best Practices for Maintaining the Good Relationship Between Principals and Academic Staff, Educational Administration: Theory And Practice, 29(4), 358-369, Doi:*10.53555/kuey.v29i4.1821*
2. Published- Kumar, S., & Mehta, M. (2022). Gap Analysis Of Expectations Of Academic Staff From Principal And Their Understanding By Principal In The Polytechnics Of Himachal Pradesh. Journal of Positive School Psychology, 6(7), 3989-3999.
3. Accepted- Suneel Kumar, Megha Mehta," Practices Used By Principals To Foster Teamwork In Polytechnics Of Himachal Pradesh", International Journal of Special Education, ISSN:0827-3383 E-ISSN:1917-7844. Journal Link: https://internationalsped.com/ijse/index Scopus Link: https://www.scopus.com/sourceid/33328

List of Conferences

1. Participated and presented a paper titled Gap analysis of expectations of academic staff from the principal and their understanding by the principal in the Polytechnics of Himachal Pradesh in the International conference on Industry 5.0:Human Touch, Innovation and Efficiency held on January 28, 2022, organised by Mittal School of Business, Lovely Professional University, Punjab.
2. Participated and presented a paper titled Teamwork in vocational Institutions: A Brief Review in the International conference on Contemporary Issues in Business Management & Economics (ICCIBME-2021), organised by the Department of Management Studies, Panipat Institute of Engineering and Technology, Haryana, held on 28th and 29th May 2021.
3. Participated in the International conference on Rethinking Business: Design Strategy in the Age of Disruptions held on December 19, 2020, organised by Mittal School of Business, Lovely Professional University, Punjab.

Workshops Attended

1. Basic Online Research Method Workshop 28th April 2020 to 30th April 2020.Rest Society for Research International.
2. Short-Term Course on Research Methodology and Data Analysis w.e.f. July 26, 2021, to July 31, 2021, organized by Lovely Professional University, Punjab.
3. Refresher course on mixed method research" w.e.f 10th to 31st January 2022, organized by Lovely Professional University, Punjab.

Questionnaires

Educational leadership and academic staff performance: A study of Government Polytechnics of Himachal Pradesh.

Questionnaire for Educational Leadership

Table 1(a), Questionnaire for Educational Leadership

	Questionnaire for Educational Leadership: to be responded to by Academic staff (HOD/Sr.Lect./Lecturer)
	Statements
	Direction setting
1	My Principal communicate the vision and expectations very effectively
2	My Principal provides opportunities for people to share ideas and information.
3	My Principal defines clear goals in the forefront of the academic staff
4	My Principal engages others to collaborate in defining a vision.
5	My Principal makes consensus among staff for setting goals
6	My Principal creates high performance expectations
7	My Principal determines the plans with firm directions
8	My Principal defines the role of each staff with overall sense and purpose for work
	Action orientation
1	My Principal coordinates with staff for achieving set goals
2	My Principal supports staff by working in cooperation with others.
3	My Principal motivate staff for challenging but achievable goals
4	My Principal demonstrates his proficiency
5	My principal effectively delegate his authority to faculty for achieving institution goals
6	My Principal check progress periodically by giving full attention on success and failures
7	My Principal Keeps track of all activities
8	My Principal gets involved and share responsibility
9	My Principal respect time and takes timely action in each matter
10	My Principal is Visible most of the times

	People Development
1	My Principal promotes learning culture in our institution
2	My Principal have knowledge of individual capabilities of teachers
3	My Principal conducts audit to identify the individual training needs of each faculty
4	My Principal always makes a comprehensive training plan as per the training needs.
5	My Principal keeps on communicating ,updating and motivating the staff about the opportunities for availing training programmes
6	My Principal support and advise the academic staff to organise staff development programs
7	My Principal keeps proper record of staff development activities of Institution .
8	My Principal takes proper feedback of trainings and keeps liaison with training providers
9	My Principal Facilitate the accreditation of the staff development activities undertaken by individuals
	Teaching and research excellence
1	My Principal has created an environment of learning in institution
2	My Principal has prepared a vision of teaching and learning in institution
3	My Principals Complies with State and National Standards set for my institution
4	My Principal does proper resource allocation and mobilization of resources
5	My principal introduce well-organized plan to implement curriculum effectively
6	My principal creates procedures and relationships for a collaborative teaching and learning
7	My Principal has developed Curriculum audits and curriculum mapping
8	My Principal provides environment for research and new ideas.
9	My Principal utilises the research work in the improvement of academic activities of institution
10	My principal takes efforts to provide funds for research activities
	Human skills
1	My Principal Shows care about staff.
2	My principal commands respect from everyone on the faculty
3	My Principal Shows concern for the feelings of others.

4	My principal helps me to develop my strengths
5	My Principal has proper performance appraisal systems
6	My principal considers the moral and ethical consequences of decisions
7	My Principal expresses satisfaction when expectations are achieved
8	My principal makes faculty members feel and act like leaders

Questionnaire for Academic Staff Attitudes

Table 2(a), Questionnaire for Academic staff attitudes

	Questionnaire for Academic staff attitudes : to be responded by Academic staff
	Statements
	Job Satisfaction
1	I feel I am being paid a fair amount for the work I do.
2	There is really too little chance for promotion on my job.
3	My supervisor is quite competent in doing his/her job.
4	I am not satisfied with the benefits I receive.
5	When I do a good job, I receive the recognition for it that I should receive.
6	Many of our rules and procedures make doing a good job difficult.
7	I like the people I work with.
8	I sometimes feel my job is meaningless.
9	There is good Communications in our polytechnic
10	Promotions are too few and far between.
11	Those who do well on the job stand a fair chance of being promoted.
12	My supervisor is unfair to me.
13	The benefits we receive are as good as most other organizations offer.
14	I do not feel that the work I do is appreciated.
15	My efforts to do a good job are seldom blocked by red tape.
16	I find I have to work harder at my job because of the incompetence of people I work with.
17	I like doing the things I do at work.
18	The goals of this organization are not clear to me.
19	I feel unappreciated by the organization when I think about what they pay me.
20	People get ahead as fast here as they do in other places.
21	My supervisor shows too little interest in the feelings of subordinates.
22	The benefit package we have is equitable.
23	There are few rewards for those who work in this polytechnic

24	I have too much to do at work.
25	I enjoy my co-workers.
26	I often feel that I do not know what is going on with the organization.
27	I feel a sense of pride in doing my job.
28	I feel satisfied with my chances for salary increases.
30	I have too much paperwork.
31	I don't feel my efforts are rewarded the way they should be.
32	I am satisfied with my chances for promotion
33	There is too much bickering and fighting at work.
33	My job is enjoyable.
	Embracing Change
1	I feel that activities to bring innovations are held regularly in my Institution
2	I believe that change is necessary
3	I feel very easy with change
4	I feel that change brings value in work
5	I believe that only change will increase organizational effectiveness
6	I believe that change will bring benefit to the organizational
7	I do only what is required in the change
8	I do not matter whether others are interested in the change
9	I am very enthusiastic and excited about the change
10	I am passionate and proud about the change
11	I engaged and take responsibility in the change
12	I inspired others to engage in the change
	Motivation
1	My work done is properly noticed
2	I get Awards for good performance
3	I get Gifts for extra efforts
4	I get allowances for special duties
5	I am sponsored for Training activities

6	I get help to meet my needs
7	I am encouraged to introduce innovative ideas
8	Persons not performing well are penalised in my Institution
9	In my Institution Teachers are sponsored for higher learning programmes
10	In my Institution Teacher are encouraged for innovation and research programs
11	In my Institution Good Performance reports are shared with staff
	Intention to continue
1	My Principal gives me full autonomy in my job
2	My Principal gives me good administrative support in my job
3	Environment created by my Principal reduces students truancy
4	My Principal handles grievances fairly
5	I have good promotional avenues in my job
6	There is a good work life balance in my job
7	The working time of my institutions suits to me
8	I get enough time to look after my family affairs
9	In my institution all employees are treated equally
10	In my institution all staff members enjoys freedom in their work
11	In my institution activities are created to increase participation
12	In my institution all colleagues are connected to each other
13	In my institution best performers are rewarded
14	In my institution team members are trained to know each other
15	In my institution dependable employees are recognised

Questionnaire for Performance of Academic Staff

Table 3(a), Questionnaire for Performance of Academic staff

Questionnaire for Performance of Academic staff	
	Statements
	Teaching
1	I am always punctual and come to class with lesson plan
2	I teach courses according to course plan with various teaching materials
3	I offer a simple,clear ,concise language during lecturers
4	I keep the interest of students alive during lessons
5	I am compassionate and tolerant to students to some extent
6	I offer a sufficient number and quality of course related resources
7	I have consultation time to attend to the students
8	I facilitate my teaching on time
9	I do extra time of teaching if it is necessary
10	I finish my syllabus on time
	Supervision
1	I help students to complete their dissertations/research projects within stipulated time
2	I allow my students to consult me regularly
3	Whenever my supervisees need me I am available
4	My students are free to ask me any question related to their work
5	I motivate my students to work hard on their studies
6	I have helped students to publish their work
7	I establish benchmarks to be achieved by My students by specific dates
8	I help students to complete their dissertation/research work within stipulated time
	Research and Publication
1	I have authored a textbook
2	I have written a book chapter

3	I have Co-authored a textbook
4	I have a patented and certified invention
5	I have been able to produce an occational paper
6	I have produced a journal article
7	I have written a technical report
8	I have authored a scientific peer-reviewed bulletin
9	I have published locally and international
10	I have published a paper in a seminar locally and internationally
	Innovation
1	I spent time trying to create products invest machines for industries
2	I have made original products in the course of my duties with the students
3	I have patented some innovations I made
4	I try to be creative as I carry out my work with students
5	My products produced while working in this polytechnics are already in the market
	Community Service
1	As a member of staff of this polytechnic I participate in community events
2	I have participated in community improvement programmes as a member of this polytechnic
3	I am involved in offering training sensitization and mobilization services to community
4	I am involved in promoting the civil duties of the community
5	I am involved in collaborations with communities and stakeholders
6	As a member of staff ,I participate in community activities
7	As a member of staffI involve in training the youth in community activities
8	I am involved in offering training sensitization and mobilization services to community

Questionnaire for Expectations of Academic Staff from Principal

Table 4(a), Questionnaire for Expectations of Academic Staff from Principal

Questionnaire for Expectations of Academic staff from Principal : To be responded by Academic staff	
	Statements
	Expectations based on Institutional Management Skills
1	I expect that my Principal should Administer discipline
2	I expect that my Principal Should Communicate effectively
3	I expect that my Principal should be a Good supervisor
4	I expect that my Principal should delegate his powers
5	I expect that my Principal should solve the problems of teachers
6	I expect that my Principal Should be a Competent person
7	I expect that my Principal should be Imaginative
8	I expect that my Principal should be Available to staff
9	I expect that my Principal should be Ambitious
10	I expect that my Principal should be a creative person
11	I expect that my Principal should be Courageous
12	I expect that my Principal should be a Determined person
13	I expect that my Principal should be Participatory
14	I expect that my Principal possess competency in Information technology
15	I expect that my Principal should be Independent
16	I expect that my Principal should be a mentor
17	I expect that my Principal should be Visionary
18	I expect that my Principal should be a Role model
19	I expect that my Principal should be Motivator
20	I expect that my Principal should be Intelligent

21	I expect that my Principal should take efforts to provide better infrastructure in institution
22	I expect that my Principal should motivate and facilitate staff for training programmes
	Expectation Based on Human skills
1	I expect that my Principal Should be Caring
2	I expect that my Principal should be socially sensitive
3	I expect that my Principal should be Cooperative
4	I expect that my Principal should be Supportive
5	I expect that my Principal Should be Broad-minded
6	I expect that my Principal Should be facilitator
7	I expect that my Principal should be Approachable to staff
8	I expect that my Principal should Listen to others
9	I expect that my Principal should resolve disputes of teachers
10	I expect that my Principal should create congenial environment in institution
11	I expect that my Principal should be Forward-looking(Visionary)
	Expectations Based on Ethical skills
1	I expect that my Principal should be Fair-minded
2	I expect that my Principal should be Honest
3	I expect that my Principal should Respect Time
4	I expect that my Principal should bear a good moral character
5	I expect that my Principal should be Straightforward
6	I expect that my Principal should be impartial
7	I expect that my Principal should respect his colleagues
8	I expect that my Principal should abide by rules and regulation
9	I expect that my Principal should be Dependable

Questionnaire for Understanding of Principal the Expectations of Academic staff from Principal

Table 5(a), Questionnaire for Understanding of Principal the Expectations of Academic staff from Principal

Questionnaire for Understanding of Principal the Expectations of Academic staff from Principal : To be responded by Principal

	Statements
	Expectations based on Institutional Management Skills
1	I understand that my staff expect that I should Administer discipline
2	I understand that my staff expect that I Should Communicate effectively
3	I understand that my staff expect that I should be Good supervisor
4	I understand that my staff expect that I should delegate my powers
5	I understand that my staff expect that I should solve the problems of teacher
6	I understand that my staff expect that I Should be a Competent person
7	I understand that my staff expect that I should be Imaginative
8	I understand that my staff expect that I should be Available to staff
9	I understand that my staff expect that I should be Ambitious
10	I understand that my staff expect that I should be a creative person
11	I understand that my staff expect that I should be Courageous
12	I understand that my staff expect that I should be a Determined person
13	I understand that my staff expect that I should be Participatory
14	I understand that my staff expect that I should possess competency in Information technology
15	I understand that my staff expect that I should be Independent
16	I understand that my staff expect that I should be a mentor
17	I understand that my staff expect that I should be Visionary
18	I understand that my staff expect that I should be a Role model
19	I understand that my staff expect me that I should be a Motivator
20	I understand that my staff expect that I should be Intelligent
21	I understand that my staff expect that I should take efforts to provide better infrastructure in institution
22	I understand that my staff expect that I should motivate and facilitate staff for training programmes
	Expectation Based on Human skills
1	I understand that my staff expect that I Should be Caring
2	I understand that my staff expect that I should be socially sensitive
3	I understand that my staff expect that I should be Cooperative
4	I understand that my staff expect that I should be Supportive

5	I understand that my staff expect that I Should be Broad-minded
6	I understand that my staff expect that I Should be facilitator
7	I understand that my staff expect me that I should be Approachable to staff
8	I understand that my staff expect that I should Listen to others
9	I understand that my staff expect that I should resolve disputes of teachers
10	I understand that my staff expect that I should create congenial environment in institution
11	I understand that my staff expect that I should be Forward-looking(Visionary)
	Expectations Based on Ethical skills
1	I understand that my staff expect that I should be Fair-minded
2	I understand that my staff expect that I should be Honest
3	I understand that my staff expect that I should Respect Time
4	I understand that my staff expect that I should bear a good moral character
5	I understand that my staff expect that I should be Straightforward
6	I understand that my staff expect that I should be impartial
7	I understand that my staff expect that I should respect his colleagues
8	I understand that my staff expect that I should abide by rules and regulation
9	I understand that my staff expect that I should be Dependable

Demographics

Table 6(a), Demographic Details

Demographic					
Name of Respondent					
Name of Polytechnic					
Department & Designation					
Gender	Female			Male	
Age	25 – 35 years		35 – 45 years		45 years & above
Qualification	Graduate		Post Graduate	Above Post Graduate Ph.D etc.	
Monthly salary: (Rs.)	Upto 40,000	41,000 – 50, 000	51,000 – 70,000	71,000 – 90,000	91,000 and above
Designation	Principal	Head of Departm ent	Senior Lecturer		Lecturer
Teaching Experience (years)	0 – 5		6-10	11 – 15	16 & above
Administrative Experience (Years)	0 – 5		6-10	11 – 15	16 & above