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Annu
 Ph.D. Research Scholar,
 Institute of Management
 Science and Research,
 Maharshi Dayanand
 University, Rohtak, Haryana,
 India

Dr. Ritu Gandhi Arora
 Associate Professor,
 Department of Management
 Studies, DAV Institute of
 Management, Faridabad,
 Haryana, India

Corresponding Author:
Annu
 Ph.D. Research Scholar,
 Institute of Management
 Science and Research,
 Maharshi Dayanand
 University, Rohtak, Haryana,
 India

The perception of academicians in management institutes: The changing role of higher education faculties

Annu and Dr. Ritu Gandhi Arora

Abstract

Purpose: The main purpose of the research paper is to explore the changing role of higher education faculties concerning views on demographic variables like gender, age, education and designation. The changing role of academicians is explored in the hindsight of today's academicians performing the duty of academic managers along with the core research and teaching assignments.

Design/methodology/approach: Convenience purposive sampling method was used to obtain data through a self-administered survey questionnaire based on a five-point Likert scale, delineating the research purpose and assurance of confidentiality. For the data analysis, statistical techniques like mean, percentage method, and Pearson's Product Moment Correlation Matrix are used.

Keywords: Higher education, academicians, academic managers, Pearson's product movement correlation matrix

Introduction

Higher education plays a very crucial role in the changing scenario of social and economic atmosphere. Many economists and educators predict the revival of the economy in the form of K- shape ^[1] under the shadow of Covid19 (The Hindu, 2022), (Dalton, Groen, Loewenstein, Piccone, & Polivka, 2021) ^[5] (Gros & Shamsfakhr, 2021) ^[11]. The pandemic severely affected the higher education system globally and locally. Indian higher education is most affected due to the developing economy. Due to scarcity of resources, many of the student stratum are far behind using the teaching and learning technology uses (Khan, 2021) ^[14] (El Said, 2021) ^[7] (Romeo, Yepes-Baldó, Soria, & Jayme, 2021) ^[19], (Thekaekara, 2021) ^[20]. In changing scenario and swiftly change in the learning and teaching process both students and faculties are affected. (Coman, Țiru, Meseșan-Schmitz, Stanciu, & Bularca, 2020) ^[4], (Mishra, Gupta, & Shree, 2020) ^[16], (García-Morales, Garrido-Moreno, & Martín-Rojas, 2021) ^[8]. In the changing scenario higher education faculties' role as an academicians is also changing frequently and swiftly. The most important change occurs in the job enlargement functions of the faculties. Job Enlargement Practice in higher education institutions essence two roles, one is performing teaching and research as core duties and second is duties performed by academicians related to the administration of Institute or university. When academicians perform the administration duties, Deem and Brehony (2005) ^[6] describes as manager-academics, the teachers or researchers who take on management roles in higher education, whether temporarily or permanently.

Conceptualization

The Indian higher education system closely follows the British model of education particularly, and European and American in general. The legacy of British education in India lay in the colonial root. The organized higher education system in India started from the beginning of British Empire in India. However, informal education system of India started from back more than 2000 BC, in the form *Vedas* or guru-shishya tradition. After independence, the higher education system went through huge changes such as including nationalism in curriculum, private participation and enrolment in all types of education

¹ Generally, a K-shaped recovery will reflect a situation where technology and large capital firms recover at a far faster rate than small businesses and industries that have been significantly impacted by the pandemic.

framework such as engineering, management, medical sciences, vocational etc. All of the above at present decade gross enrolment increased many times in higher education (AISHE, 2020) [1]. Due to the increase in student enrolment and enlarged curriculum institutes and universities have developed a new framework in the Indian higher education system. In changing scenarios the role of academic managers came to the forefront (Castro & Tomàs, 2011) [3] (Diego Castro & Marina Tomasin, 2011) [3] (Kehm & Teichler, 2013) [13] (Graham, 2015) [9] (Marin, Iftimescu, Ion, Stingu, & Proteasa, 2017) [15]. Due to this scenario of the Indian education system role of academicians have evolved and the responsibilities of academicians have increased fivefold because of the need for technological and expansion of administrative activities.

This study mainly focuses on the changing role of academic faculties with their involvement in administrative activities along with core teaching and research assignment. In India, the studies on academic managers are negligible however the functions of academic managers are fulfilled along with core academic activities. This study explores the changes that occurred when faculties performed both, academic and administrative functions. Fundamentally, when an academician participated in administrative activities, faculties work as an academic manager.

Literature Review

Allan Tucker's (1992) explains the work process of educational departments chairs such as the dean, director and other chair bearers. He examines the role of universities in economic development and put forward the way to connect universities programmes to employee's generation especially the development of vocationally trained graduates. Wolverton, Gmelch, & Sarros (1999) [22] compare the academic department chairs of Australian and U.S. colleges and universities. The study explains how chairs in the two countries define the tasks that exemplify their role as chairs. The study concludes department chairs in both countries appear to have quite a bit in common. Their roles are similar in the contest to administration, resource management, leadership, personal scholarship, faculty development, and in dealing with some extent with generating external resources. Castro, D., & Tomàs, M. (2011) [3] explain the process and importance of the development of manager-academicians at Institutions of Higher Education in Catalonia. Kehm, B. M., & Teichler, U. (2013) [13] explores the academic profession in Europe regarding new tasks and new challenges faced by the academicians. The concern of Menon Gowri (2014) is education institutes, higher ups are aware of the faculty members' issues but choose not to delve into them assuming that it would be a complex affair. Graham, (2015, 2016) [9-10] simplify the workload model of academic managers and evaluates the perception of academicians. The workload model use to define the academic contract, the working year as being 1650 hours and within this total 550 hours should be devoted to student-facing activities; often referred to as 'contact' time. The balance of the 1100 hours is supposed to be used for a variety of activities including scholarly activity (a nebulous term), research, lecture preparation and so forth. The 'contact' time is fairly easy to define since most staff and managers can relate that directly to the teaching role but there has always been difficulty in agreeing on the duties that fall into the 1100 hours. This ambiguity has often

formed the basis for the flexibility in establishing workloads for staff by the academic managers at a local level. Matthews David (2018) [17] statically evaluates the work of professors, associate professors, assistant professors and researchers. The study finds that professors have engaged only 18 percent in the research, 20 percent in the research supervision, 28 percent in the teaching, and they spend more than 32 percent time in the task related to management and administration. The structure of higher education and functional diversification worldwide, in particular faculty from government, business, students, their parents and other stakeholders have had a significant impact on faculty's perceptions of teaching, research and the relationship between them. This industry is either short of manpower or the quality of faculty is very poor in terms of communication skills, subject expertise, industry-academia interface, etc. This requires the severe need for enhancing the attractiveness of teaching as a profession as well as a motivator to select this profession by choice, not by compulsion amongst the young generation (Arora, 2020). In changing scenario of the education system of India, the responsibilities of faculties have increased to provide a better opportunity to learners and researchers and cope with administrative responsibilities.

Research Methodology

The research study was conducted on academicians working in various universities (government, private and deemed) and colleges (government, self-financing or aided) located in and around Delhi/NCR. Convenience purposive sampling, descriptive statistics, Mean, S.D. and correlation method was used to obtain data through self-administered survey questionnaire based on a five-point Likert scale. Following objectives were drawn to the changing role of higher education faculties from academicians to academic managers.

Objectives of the study

1. To find out factors influencing the changing role of higher education faculties.
2. To explore the difference in happiness level of academicians working at different hierarchical levels in terms of demographic variables like age, gender, education and designation.

Table 1: Distribution of Respondents on the basis of Demographic Variables

Profile of Respondents		Number	Percent
Gender	Male	204	51.0
	Female	196	49.0
Age	less than 25 years	16	4.0
	25 to less than 35 years	124	31.0
	35 to less than 45 years	220	55.0
	Above 45 years	40	10.0
Qualification	Post-Graduation	124	31.0
	M.Phil.	68	17.0
	Ph.D.	200	50.0
	Any other professional qualification	8	2.0
Designation	Research Associate	80	20.0
	Assistant Professor	160	40.0
	Associate professor	92	23.0
	Professor	68	17.0

Sources: Primary, (Data processed through PASW 23.0)

Table 1 reveals that 51 percent of respondents are males and

49 percent are females. Based on ages, 04 percent are less than 25 years, 31 percent are 25 to less than 35 years, 55 percent are 35 to less than 45 years, and 10 percent are above 45 years. Further, it displays that 31 percent of respondents are post graduates, 17 percent respondents are M.Phil., 50 percent respondents are Ph.D., and 02 percent respondents belongs to any other professional qualification. Further, reveals that 20 percent respondents are research associate, 40 percent respondents are assistant professor, 23 percent respondents are associate professor, and 17 percent respondents are professor.

Data Collection: The data has been collected from primary as well as secondary sources. For this purpose well-structural questionnaires have been designed.

Reliability and Validity Scheme

Reliability is the consistency of happening of the same results of measurement on different occasions. A Cronbach’s alpha test has been used to test the internal

consistency of the items used in the questionnaire. Because it has the most utility to access the psychological attributes at interval scales. Additionally, it estimates the degree to which a measurement is free from random errors. It ranges from 0 to 1, if the value is less than 0.6, it indicates unsatisfactory reliability. Cronbach’s alpha coefficient was calculated from 64 questions.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.868	64

Table 3 the mean value (1.49) and standard deviation (0.501) in case of gender, mean value (2.71) and standard deviation (0.698) in case of age, mean value (2.23) and standard deviation (0.916) in case of education, and mean value (2.37) and standard deviation (0.988) in case of designation indicate that the participation of faculties in administrative positions is highest.

Table 3: Distribution of Respondents on the basis of Mean value/S.D.

Demographic profile	Gender		Age		Education		Designation	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Mean/S.D.	1.49	0.501	2.71	0.698	2.23	0.916	2.37	0.988
Participation of faculties in administrative positions								
Held the position of Head/Chairperson of Department/ Center, Director, Dean, Coordinator NAAC, SAP, and any other),								
Part of executive council, academic council, staff Council, board of studies, departmental research committee, course design committee, expert committee of any University / Institute, Editorial advisory committees/ Review boards of journals, student support services, curriculum coordination committee, and any other								
Involved in extension academic activities organized at institution/ college/ university level i.e. expert/extension lectures, EDUSAT lectures, INSPIRE programs, Invited lectures subject related /scientific/ legal, Invited Speaker/ Chairperson, research activities, articles in college magazine and University volumes, Institutional Governance responsibilities, and DAA, DR&D								
Member of committees/national service activities i.e. NSS, NCC, red cross, eco-club, women cell or any other similar organizational activity, ICC (Institutional Compliant Committee), anti- sexual harassment committee, IQAC (Internal Quality Assurance Cell), department of Holistic growth, and any other)								
Involvement in government duties i.e. election, health activities related campaigns (Covid 19 Squad, Vaccination, AIDS Campaign), census duty, government and institutional survey verification duties (AADHAR Card, Ration Card), disaster response duties consultancy duties (such as for political leaders, courts, govt. departments)								
Participation in Orientation Programme, faculty development programme (FDP), professional development programme, leadership development programme, refresher course, programme for academic administrators, and any other								

Sources: Primary, (Data processed through PASW 23.0)

Data Analysis and Interpretation

Table 4 depicts the results of Pearson’s Product Moment Correlation Matrix the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (additional responsibilities/ Positions held in Institution/ Department/ College/ University i.e. Head/ Chairperson of Department/ Center, Director, Dean, Coordinator NAAC, SAP, and any other) had a weak

positive relationship with the dependent variable (work-related attitudes) in different magnitudes given their correlation coefficient to be (age r= 0.080, qualification r= 0.119, whereas gender r=-0.036 and designation r= -0.152 has a negative relationship. Similarly, all the results except gender and age are statistically significant at the 0.05 alpha levels, given all their associated p-values to be less than 0.05 (p< 0.05).

Table 4: Additional responsibility as Head/Chairperson of Department/ Center, Director, Dean, Coordinator NAAC, SAP, and any other)

Statements	Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	-.050	.139**
	Sig. (2-tailed)		.322	.005
	N	400	400	400
Age	Pearson Correlation	.006	1	-.162**
	Sig. (2-tailed)	.904		.001
	N	400	400	400
Qualification	Pearson Correlation	-.050	1	-.017
	Sig. (2-tailed)	.322		.001
	N	400	400	400
Designation	Pearson Correlation	.139**	-.017	1
	Sig. (2-tailed)	.005	.126	

	N	400	400	400	400
Responsibility as head of department	Pearson Correlation	-.036	.080	.119*	-.152**
	Sig. (2-tailed)	.468	.112	.018	.002
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0) Significance value 0.05 level

Table 5 Derived after using Pearson’s Product Moment Correlation Matrix examines the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (Member of Academic Councils/ Committees i.e. executive/ academic/ staff councils, board of studies, departmental research committee, course design committee, expert committee, Editorial advisory committees/ Review boards of journals, student support services, curriculum coordination committee, and

any other) had a positive relationship with the dependent variable work-related attitudes in different magnitudes given their correlation coefficient to be (age $r= 0.058$, qualification $r= 0.112$), and other side gender $r= -0.197$ and designation $r= -0.067$ has a negative relationship. Similarly, all the result except age and designation is statistically significant at the 0.05 alpha levels, given all their associated p-values to be less than 0.05 ($p < 0.05$).

Table 5: Part of Academic Councils/ Committees

		Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	.006	-.050	.139**
	Sig. (2-tailed)		.904	.322	.005
	N	400	400	400	400
Age	Pearson Correlation	.006	1	-.162**	-.077
	Sig. (2-tailed)	.904		.001	.126
	N	400	400	400	400
Qualification	Pearson Correlation	-.050	-.162**	1	-.017
	Sig. (2-tailed)	.322	.001		.739
	N	400	400	400	400
Designation	Pearson Correlation	.139**	-.077	-.017	1
	Sig. (2-tailed)	.005	.126	.739	
	N	400	400	400	400
Academic Councils/ Committees	Pearson Correlation	-.197**	.058	.112*	-.067
	Sig. (2-tailed)	.000	.247	.025	.180
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0)

Table 6 the result of the Pearson’s Product Moment Correlation Matrix above examines the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (are you involved in any of the following extension academic activities organized at institution/ college/ university level i.e. expert/extension lectures, EDUSAT lectures, INSPIRE programs, Invited lectures subject related /scientific/ legal, Invited Speaker/ Chairperson, research activities, articles in college magazine and University volumes, Institutional Governance

responsibilities, and DAA, DR&D) had a positive relationship with the dependent variable work-related attitudes in different magnitudes given their correlation coefficient to be (gender $r= 0.270$, age $r= 0.173$, designation $r= 0.203$, and other side qualification $r= -0.027$ has a negative relationship. Similarly, all the result except qualification is statistically significant at the 0.05 alpha levels, given all their associated p-values to be less than 0.05 ($p < 0.05$).

Table 6: Involved in the extension academic activities organized at institution/ college/ university level

		Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	.006	-.050	.139**
	Sig. (2-tailed)		.904	.322	.005
	N	400	400	400	400
Age	Pearson Correlation	.006	1	-.162**	-.077
	Sig. (2-tailed)	.904		.001	.126
	N	400	400	400	400
Qualification	Pearson Correlation	-.050	-.162**	1	-.017
	Sig. (2-tailed)	.322	.001		.739
	N	400	400	400	400
Designation	Pearson Correlation	.139**	-.077	-.017	1
	Sig. (2-tailed)	.005	.126	.739	
	N	400	400	400	400
Involvement in extension academic activities organized at institution/ college/ university level	Pearson Correlation	.270**	.173**	-.027	.203**
	Sig. (2-tailed)	.000	.000	.596	.000
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0) Significance value: 0.05 level

Table 7 (the result of the Pearson’s Product Moment Correlation Matrix) shows the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (part of committees/national service activities i.e. NSS, NCC, red cross, eco-club, women cell, ICC (Institutional Compliant Committee), anti- sexual harassment committee, IQAC (Internal Quality Assurance Cell), department of Holistic

growth, and any other) had a positive relationship with the dependent variable work-related attitudes in different magnitudes given their correlation coefficient to be (gender $r= 0.079$, age $r= 0.061$, qualification $r= 0.088$, and designation $r= 0.012$. Similarly, all the result are statistically insignificant at the 0.05 alpha levels, given all their associated p-values to be more than 0.05 ($p < 0.05$).

Table 7: Participation in committees/National Service activities

		Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	.006	-.050	.139**
	Sig. (2-tailed)		.904	.322	.005
	N	400	400	400	400
Age	Pearson Correlation	.006	1	-.162**	-.077
	Sig. (2-tailed)	.904		.001	.126
	N	400	400	400	400
Qualification	Pearson Correlation	-.050	-.162**	1	-.017
	Sig. (2-tailed)	.322	.001		.739
	N	400	400	400	400
Designation	Pearson Correlation	.139**	-.077	-.017	1
	Sig. (2-tailed)	.005	.126	.739	
	N	400	400	400	400
part of committees/National Service activities/ Social services	Pearson Correlation	.079	.061	.088	.012
	Sig. (2-tailed)	.115	.227	.079	.817
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0) Significance value: 0.05

Table 8 the result of the Pearson’s Product Moment Correlation Matrix examines the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (part of government duties i.e. election, health activities related campaigns (Covid 19 Squad, Vaccination, AIDS Campaign), census duty, government and institutional survey verification duties (AADHAR Card, Ration Card), disaster response duties

consultancy duties (such as for political leaders, courts, govt. departments) had a very low positive relationship with the dependent variable work-related attitudes in different magnitudes given their correlation coefficient to be (gender $r= 0.003$, age $r= 0.011$, qualification $r= 0.068$, and designation $r= 0.033$. Similarly, all the result is statistically insignificant at the 0.05 alpha levels, given all their associated p-values to be more than 0.05 ($p < 0.05$).

Table 8: Involvement in government duties

		Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	.006	-.050	.139**
	Sig. (2-tailed)		.904	.322	.005
	N	400	400	400	400
Age	Pearson Correlation	.006	1	-.162**	-.077
	Sig. (2-tailed)	.904		.001	.126
	N	400	400	400	400
Qualification	Pearson Correlation	-.050	-.162**	1	-.017
	Sig. (2-tailed)	.322	.001		.739
	N	400	400	400	400
Designation	Pearson Correlation	.139**	-.077	-.017	1
	Sig. (2-tailed)	.005	.126	.739	
	N	400	400	400	400
Involvement in duties assigned by government	Pearson Correlation	.003	.011	.068	.033
	Sig. (2-tailed)	.957	.820	.175	.504
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0) Significance value 0.05

Table 9 the result of the Pearson’s Product Moment Correlation Matrix examines the relationship between the dependent variables and the predictor variable. The result reveals that the predictor variable (have you ever been a participated in following activities i.e. Faculty Induction/ Orientation Programme, faculty development programme (FDP), professional development programme, leadership development programme, refresher course, programme for

academic administrators, and any other) had a very low positive relationship with the dependent variable work-related attitudes in different magnitudes given their correlation coefficient to be (gender $r= 0.062$, qualification $r= 0.027$, and age $r= -0.026$, and designation $r= -0.041$ has a very low negative relationship. Similarly, all the result is statistically insignificant at the 0.05 alpha levels, given all their associated p-values to be more than 0.05 ($p < 0.05$).

Table 9: Participation in faculty Induction/ Orientation Programme, faculty development programme (FDP), professional development programme, leadership development programme, refresher course, programme for academic administrators, and any other)

		Gender	Age	Qualification	Designation
Gender	Pearson Correlation	1	.006	-.050	.139**
	Sig. (2-tailed)		.904	.322	.005
	N	400	400	400	400
Age	Pearson Correlation	.006	1	-.162**	-.077
	Sig. (2-tailed)	.904		.001	.126
	N	400	400	400	400
Qualification	Pearson Correlation	-.050	-.162**	1	-.017
	Sig. (2-tailed)	.322	.001		.739
	N	400	400	400	400
Designation	Pearson Correlation	.139**	-.077	-.017	1
	Sig. (2-tailed)	.005	.126	.739	
	N	400	400	400	400
Have you ever been a participated in following activities	Pearson Correlation	.062	-.026	.027	-.041
	Sig. (2-tailed)	.214	.605	.584	.410
	N	400	400	400	400

Sources: Primary, (Data processed through PASW 23.0)

Findings

In Institution/ Department/ College/ University i.e. Head/ Chairperson of Department/ Center, Director, Dean, Coordinator NAAC, SAP, and any other then found that age, qualification, and gender had a positive relationship age $r = 0.080$, qualification $r = 0.119$, and gender $r = -0.036$ and designation $r = -0.152$ has a negative relationship. When analysis on the basis of part of academic councils/ committees of college/ university i.e. executive council, academic council, staff Council, board of studies, departmental research committee, course design committee, expert committee of any University / Institute, Editorial advisory committees/ Review boards of journals, student support services, curriculum coordination committee, found a positive relationship with the age $r = 0.058$, qualification $r = 0.112$, and other side gender $r = -0.197$ and designation $r = -0.067$ has a very low negative relationship. When explore the extension academic activities organized at institution/ college/ university level i.e. expert/extension lectures, EDUSAT lectures, INSPIRE programs, Invited lectures subject related /scientific/ legal, Invited Speaker/ Chairperson, research activities, articles in college magazine and University volumes, Institutional Governance responsibilities, and DAA, DR&D found a positive relationship with the gender $r = 0.270$, age $r = 0.173$, designation $r = 0.203$, and other side qualification $r = -0.027$ has a low negative relationship. When examines on the basis of committees/national service activities i.e. NSS, NCC, red cross, eco-club, women cell or any other similar organizational activity, ICC (Institutional Compliant Committee), anti-sexual harassment committee, IQAC (Internal Quality Assurance Cell), department of Holistic growth, and any other found a positive relationship with gender $r = 0.079$, age $r = 0.061$, qualification $r = 0.088$, and designation $r = 0.012$. Highlighted that the duties assigned by government or your institute i.e. election, health activities related campaigns (COVID-19 Squad, Vaccination, AIDS Campaign), census duty, government and institutional survey verification duties (AADHAR Card, Ration Card), disaster response duties consultancy duties (such as for political leaders, courts, govt. departments) found a positive relationship with (gender $r = 0.003$, age $r = 0.011$, qualification $r = 0.068$, and designation $r = 0.033$). Reveals that the participated in following activities i.e. Faculty Induction/ Orientation Programme, faculty

development programme (FDP), professional development programme, leadership development programme, refresher course, programme for academic administrators, then found a week positive relationship with gender $r = 0.062$, qualification $r = 0.027$, and age $r = -0.026$, and designation $r = 0.041$ has a negative relationship.

Conclusion and Suggestions

The results of the study show that most of the academicians irrespective of their experience, designation and qualification have positive relationship in the appointment of Director, Dean, Coordinator NAAC, SAP, and any other similar positions. Wherever, gender has no effect on the appointments of such designations. The appointment as a member of academic councils/ committees of college/ university i.e. executive council, academic council, staff Council, board of studies, departmental research committee, course design committee, expert committee of any University / Institute, Editorial advisory committees/ Review boards of journals, student support services, curriculum coordination committee, found a week positive relationship with the age, qualification, gender and designation has a very low negative relationship. Further, extra curriculum activities responsibility did not have any correlation with gender, experience designation and experience. Participation in Faculty Induction/ Orientation Programme, faculty development programme (FDP), professional development programme, leadership development programme, refresher course, programme for academic administrators found a week positive relationship with gender, qualification, and age, and designation has a negative relationship. This is most difficult to access the performance and changing role of academician when they worked as academic managers. The famous academic researcher Graham argued.

The academic managers are the key agents of change at the micro-level within the university. Their roles as leaders or managers were explored and they predominantly saw their role as a manager, explaining that leadership and management were different in their eyes. What was encouraging to see in the data was the level of macro political awareness that was helping to frame their job role and, while they were able to make some linkages with the internal micro-political agenda, it was clear that they were not fully attuned to the internal politics of the university.

(Graham, 2015)^[9].

Limitation

This study has certain limitations, which should be kept in mind while applying the findings. First, this study has been conducted on academicians working in higher education institutes situated in Delhi/NCR. This small scale study initiates for further research examining the role of academic managers in higher education particularly in the context of India.

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