

Perception of B.Ed. College Lecturers regarding the Managerial Effectiveness of their Principals

Dr. M. Ramakrishna Reddy*, Reddy, G.L.**

Abstract: The principal is the pivot of an education institution around which all the activities and the affairs of the institution revolve. Being at the helm of the affairs, he shows the right direction to both the students and the faculty of the college. Acting as a philosopher and guide to the stakeholders of the college he imbues them not only with knowledge but also with the right kind of value system that keeps them in good stead when they go out of the college and seek their livelihood. This is more so the case with the principals of B.Ed. colleges because it is the student teachers who in the later years go out into the world and teach and spread effectively the knowledge and the value system that they have picked up in the B.Ed. college where they have pursued their teacher education. The principals of these B.Ed. colleges must possess the right kind of leadership qualities and must be worthy of emulation both by the student teachers and the faculty of the college. They must be effective decision-makers and must be fountainheads of motivation and communicators par excellence. They must be an erudite scholars endowed with persuasive skills to encourage both the faculty and the students of the college to have an ever-lasting appetite for imbibing knowledge. The principals of B.Ed. colleges should be awash with an unflagging adventurous spirit and an experimental attitude toward their problems. Managerial effectiveness of Principals is one of the major and probably the most predominant and decisive factors contributing towards B.Ed. college effectiveness. Highly successful B.Ed. colleges are driven by highly effective Principals. In this era of knowledge explosion which is bringing about a paradigm shift in technologies and pedagogies for imparting meaningful instruction to the knowledge seekers, the role and responsibilities of the principal are highly crucial and demanding and are growing by the day. Reformers of education may conceive of new ideas, bring changes in structure and curriculum, recommend and prescribe novel teaching methods and aids, but in the end, it is only an effective principal who will be solely responsible and accountable for effectively applying them. In this backdrop the present research study throws light on the perception of the B.Ed. College lecturers foster regarding the managerial effectiveness of their Principals.

Keywords: perception, teacher education, managerial effectiveness, technologies and pedagogies.

* Lecturer in Education, Sri Krishnadevaraya University, Anantapuram- 515 003, Andhra Pradesh, India. Ph: 9493024207,

** Professor and Chairman, Department of Education, Dravidian University, Kuppam- 517 426, Andhra Pradesh, India.

Introduction

The managerial effectiveness is the ability of the administrators to effectively channel the resources available to a B.Ed. college towards excellence in the goal attainment of the college. According to Hoyle (1999) effectiveness is the degree to which an organization approximates to achieving its goals. It is concerned with the relationship that exists between the inputs a college gets on the outputs it achieves in the context of its environment (Bowman, 2002). The management effectiveness in a B.Ed. college depends upon to what extent the administrators harmonize the human and material resources available with them to achieve the goals of the B.Ed. college. Managerial effectiveness is considered as the ability of the Principals of the B.Ed. colleges to effectively and efficiently manage the human, financial, infrastructure and learning resources in their college with a view to accomplish organizational objectives.

Review of the Literature

Chopra (2002) made an investigation into the communication skills of college Principals in his research work. Through the probability sampling namely multi-staged cluster sampling, 50 college Principals were selected for the study. Frequencies, percentage responses and content analysis were utilized for the analysis of the data. The investigator observed that while dispensing their administrative functions and responsibilities, the college Principals who were senior, experienced and well equipped enough could combat any problems that they may encounter.

Manghrani (2001) conducted a study on spiritual quotient and managerial effectiveness in the department of education at the M.S. University of Baroda. The study included arriving at a definition for Spiritual Intelligence (SI) and developing a tool for measuring it. The final version of the constructed test for this study which was standardized consisted of 65 five items with eleven dimensions. A five point rating scale was used for scoring. The dimensions of the SI in the study are as follows: enhancement of wisdom and being successful in life and personal effectiveness. The instrument used in the study was found to be valid and reasonable for measuring spiritual intelligence.

Subadhra (2015) conducted a study on leadership behaviour viz., Leadership style, Decision making style and Motivation profile of Principals of Colleges of Education in Kanyakumari district. The study surveyed 130 college Principals (51 males and 79 females) in Kanyakumari district and applied frequency and percentage analysis and Mean and S.D to explore the Leadership behavior of college Principals using SPSS. The finding revealed that most of the college Principals in Kanyakumari district to be democratic leaders, behavioral decision makers and achievement motivators.

Not many studies have been conducted in India on managerial effectiveness of the Colleges of Education. Chopra (2002) identified that senior and experienced Principals could combat any problem that they may encounter. Manghrani (2001) studied spiritual quotient and managerial effectiveness and Subadhra (2015) investigated on leadership behavior of Principals. The latter identified Principals to be democratic leaders, behavioral decision makers and achievement motivators.

Need and Significance of the Study

The B.Ed. college Principal is expected to be a friend of the progressive teachers, a colleague of management, a good fellow with alumni, a sound administrator with the trustee, a good speaker with public, a politician with the state legislatures, a persuasive diplomat with donors, a champion of education in general, a spokesman to the press, a scholar in his own right, a public servant to the state and national levels, a devotee of arts and sports equally, a decent human being and a good spouse and parent. A Principal must be a leader and not an autocrat or a despot. One crucial test of the Principal's competency must be his ability to inspire and lead lecturers, not drive them. A leader for the B.Ed. College should possess an unflagging adventurous spirit and an experimental attitude toward his problems. A Principal must be much more than a pusher of buttons. He should be a man of wealth of contacts, direct and vicarious. B.Ed. college effectiveness has always been stressed directly or indirectly by the persons related to education sector. Managerial effectiveness of Principals is one of the major and probably the most important factor contributing towards B.Ed. college effectiveness. Highly successful B.Ed. colleges are driven by highly effective Principals. Reformers of education may establish new ideas, bring changes in structure and curriculum, recommend and prescribe teaching methods and aids, but in the end, only an effective Principal will be solely responsible for effectively applying them. The B.Ed. College Principal faces a greater challenge today to keep pace with the continued progress in resources. Changes are inevitable and therefore, a Principal is effective if he can adapt to the changing scenario.

Objective of the Study

To assess the number and the percentage of B.Ed. college lecturers with low, moderate and high levels of perception about their Principals' managerial effectiveness- dimension wise.

Method used in the Study

The method that has been adopted by the investigator in the present research study is the survey method. Along with it, case studies, observations, interviews and formal talk with the Principals, Lecturers and Management (during data collection) formed the sources of information.

Tool used in the Study

The objective of the study is to identify the managerial effectiveness of principals as perceived by the B.Ed. college lecturers. To achieve the above stated objective, the investigator developed the Rating Scale to assess the Perception of B.Ed. College Lecturers about their Principals' Managerial Effectiveness.

The managerial effectiveness rating scale was developed based on the 15 dimensions i.e. co-operation, interpersonal relationship, managing, determination, permissiveness, negotiation, monitoring, conscientiousness, success orientation, openness, flexibility, representativeness, consideration and authority with 76 statements. The content validity, face validity, intrinsic validity and criterion validity of the above said tool has been established through appropriate procedures. Similarly, split-half method is used to establish the reliability of the tool used.

Locale and Sample of the Study

The locale of the study was the Rayalaseema region of Andhra Pradesh State. Rayalaseema region of Andhra Pradesh State consists of four districts i.e. Anantapuram, Chittoor, Kurnool and Kadapa districts. The investigator selected 14 B.Ed. colleges from Anantapuram district, 13 B.Ed. colleges from Chittoor district, 15 B.Ed. colleges from Kurnool district and 13 B.Ed. colleges from Kadapa district by using simple random sampling technique considering Private un-aided, University departments and Government colleges. The total sample of the study was 320 lecturers' from private un-aided B.Ed. colleges, government B.Ed. colleges and university departments offering B.Ed. course.

Data Collection

The investigator got permission from the Principals of the respective B.Ed. colleges to collect data from the lecturers. Good rapport was established with the B.Ed. college lecturers before administering the tools. They were explained in detail about the purpose of the study. It was emphasized that the data will be kept confidential and they were requested not to leave any item without rating. The developed rating scale is administered to the B.Ed. college lecturers to know their Principals' managerial effectiveness. At the beginning, the lecturers are asked to provide their personal information in part-I and personal information about their Principals in part-II of the Principals' Managerial Effectiveness Scale. Later, they were taught as how to rate their gradations against the statements under each dimension of the Principals' Managerial Effectiveness Scale. The lecturers were directed to go through the instructions carefully before rating the statements of the tools. No time limit was set to respond to the rating scale. The investigator collected the filled-in rating scales personally from the respondents of the study.

Statistical Techniques Used in the Study

The collected data were analyzed by using appropriate statistical techniques such as number and percentage. To find out the number and percentage of B.Ed. college lecturers coming under low, moderate and high levels of their Principals' managerial effectiveness, mean and standard deviation of the managerial effectiveness of Principals scores have been computed. By using mean \pm 1S.D, the number and percentage of B.Ed. College lecturers coming under low, moderate and high levels of perception about their Principals' managerial effectiveness were identified dimension wise.

Results and Interpretations

Table shows the number and percentage of B.Ed. college lecturers' perception about their Principals' managerial effectiveness as low, moderate and high with reference to dimensions- Co-operation, Initiative, Interpersonal Relationship, Managing, Determination, Permissiveness, Negotiation, Monitoring, Conscientiousness, Success Orientation, Openness, Flexibility, Representativeness, Consideration, Authority and Managerial Effectiveness as a Whole.

Table: Number and Percentage of B.Ed. College Lecturers in terms of their Principals' level of Managerial Effectiveness

S. No.	Dimensions of Principals' Managerial Effectiveness	Number and Percentage of B.Ed. college lecturers in terms of their Principals' level of managerial effectiveness as					
		Low		Moderate		High	
		\leq Mean - S.D		In Between		\geq Mean + S.D	
		No.	%	No.	%	No.	%
1.	Co-operation	53	16.6	217	67.8	50	15.6
2.	Initiative	44	13.8	215	67.2	61	19.1
3.	Interpersonal Relationship	59	18.4	196	61.3	65	20.3
4.	Managing	37	11.6	226	70.6	57	17.8
5.	Determination	59	18.4	196	61.3	65	20.3
6.	Permissiveness	69	21.6	204	63.8	47	14.7
7.	Negotiation	76	23.8	183	57.2	61	19.1
8.	Monitoring	68	21.3	192	60.0	60	18.8
9.	Conscientiousness	74	23.1	175	54.7	71	22.2
10.	Success Orientation	73	22.8	197	61.6	50	15.6
11.	Openness	74	23.1	203	63.4	43	13.4
12.	Flexibility	67	20.9	192	60.0	61	19.1

13.	Representativeness	66	20.6	197	61.6	57	17.8
14.	Consideration	74	23.1	188	58.8	58	18.1
15.	Authority	60	18.8	197	61.6	63	19.7
16.	Managerial Effectiveness as a whole	49	15.3	225	70.3	46	14.4

Note: The Number and Percentage of B.Ed. college lecturers' perception about the Managerial Effectiveness of their Principals has been arrived based on mean \pm 1S.D ($M \pm 1\sigma$) for each item for the sample of the study.

From table, it is clear that out of 320 respondents, 225 respondents (70.3% of the total sample) perceived their Principals' managerial effectiveness as a whole as moderate. The range of the moderate level of perception was from 54.7% to 70.6 %. Similarly, 46 respondents (14.4% of the total sample) perceived their Principals' managerial effectiveness as a whole, as high. The range of the high level of perception was from 13.4% to 22.2 %. Likewise, 49 respondents (15.3% of the total sample) perceived their Principals' managerial effectiveness as a whole, as low. The range of the low level of perception was from 11.6% to 23.1%. It can be concluded that the majority of the respondents perceived their Principals' managerial effectiveness as moderate.

With reference to the dimension *co-operation*, only 15.6% of the respondents perceived Principals' managerial effectiveness as high. This may be due to lack of pedagogical and moral support from Principal, inability to deal with conflicts among the staff and refusing to support staff in their professional upliftment. With regard to *initiative* dimension, only 19.1% of the respondents perceived that the managerial effectiveness of their Principals was high. This may due to the fact that the Principals do not set the goals which are specific, achievable, relevant, time bound and do not encourage their staff. With respect to *interpersonal relationship* dimension, only 20.3% of the respondents perceived the managerial effectiveness of their Principals as high. The main reasons could be lack of good rapport with the staff and absence of healthy and cordial relationship with officials and communities outside the colleges.

Under the dimension- *managing*, only 17.8% of the respondents perceived that their Principals' managerial effectiveness was high. This is because the Principals did not presumably have clear perception about the requirements of the college and the staff and did not have a mechanism to monitor the performance of the staff. They were probably unable to identify and acknowledge problems and did not have the ability to make correct decisions. With regard to *determination* dimension, only 20.3% of the respondents perceived the managerial effectiveness of their Principals to be high. This could be due to the fact that these Principals were not ready to take on challenges and hence afraid of failure. Most likely, they did not set targets and work backwards. With regard to the dimension- *permissiveness*, only 14.7% of the respondents perceived that the managerial effectiveness of their Principals was high. The main reason could be that the Principals did not interact with the staff regarding the issues related to the college and did not attempt to provide support when

needed. They did not in all probability motivate even experienced and self directed teachers to make their own decision.

With regard to *negotiation* dimension, only 19.1% of the respondents perceived that the managerial effectiveness of the Principals was high. This may be due to the fact that the Principals lacked persuasion skills, defaulted in sharing information and influencing people. They also might have failed to maintain or improve working relationships. When the dimension- *monitoring* was observed it could be understood that only 18.8% of the respondents perceived that the managerial effectiveness of their Principals was high. The main reasons for this dismal picture could be that the Principals did not keep their staff happy and pointed out their mistakes more than their strength and moreover they also would not have helped the lecturers in their day-to-day teaching activities. Under the *conscientiousness* dimension, only 22.2% of the respondents rated that the managerial effectiveness of their Principals is high. The main reasons for this scenario could be that Principals were not exemplary in setting standards and did not have proper values and beliefs in the running of the institution and hence treated faculty as inconspicuous members of the college.

When it comes to the dimension- *success orientation*, only 15.6% of the respondents perceived that the managerial effectiveness of their Principals is high. The main reasons for this could possibly be: Principals were not focused in creating a positive culture in the work environment. They failed to create a sense of belongingness and also did not seem to provide direction for all involved. With regard to the dimension- *openness*, only 13.4% of the respondents perceived that the managerial effectiveness of their Principals was high. This can be attributed to the ability of the Principal to create conducive ambience for the staff members to enjoy their work and improve their skills. Also, the Principals were perhaps being partial to some staff members by way of taking suggestions only from them. They failed to work alongside staff. For the dimension *flexibility*, only 19.1% of respondents perceived that the managerial effectiveness of their Principals was high. This was perhaps because the Principals were not flexible and informal in their approach towards the staff and did not allow the staff members to discuss the issues pertaining to the college. They might have been unable to balance short term and long term goals. With respect to the dimension *representativeness*, only 17.8% of that the respondents perceived the managerial effectiveness of their Principals as high. The main reasons, in all probability, could be that the B.Ed. college Principals failed to explain the goals and purposes of the organization to the staff, or represent the grievances of the teachers to the management.

Under the dimension- *consideration*, only 18.1% of the respondents perceived that the managerial effectiveness of their Principals was high. This abysmally poor scenario could be because Principals did not render moral and material support to the staff in the execution of their duties. They failed to give consideration to the views of other staff in pursuit of academic excellence. With regard to *authority* dimension, only 19.7% of

respondents perceived the managerial effectiveness of their Principals as high because the Principals' authority possibly failed not to be commensurate with their responsibilities and they took decisions without considering college policies. They also might have given impractical orders to staff in terms of working hours or workload.

An inter comparison of the dimensions regarding the lecturers' perception of Principals' managerial effectiveness showed that, more number of lecturers perceived moderate levels of their Principals' managerial effectiveness in terms of dimensions *managing* followed by *co-operation* and *initiative*. Similarly, *conscientiousness* (22.2%), *interpersonal relationship* (20.3%), *determination* (20.3%) and *authority* (19.7%) were perceived in high levels in terms of Principals' managerial effectiveness. From the above, it is concluded that, majority of (85.6% of the B.Ed. college lecturers) perceived their Principals to be moderate and low in managerial effectiveness.

Bar diagram showing the number and percentage of B.Ed. college lecturers who perceived managerial effectiveness of their Principals as low, moderate or high levels is shown in Figure.

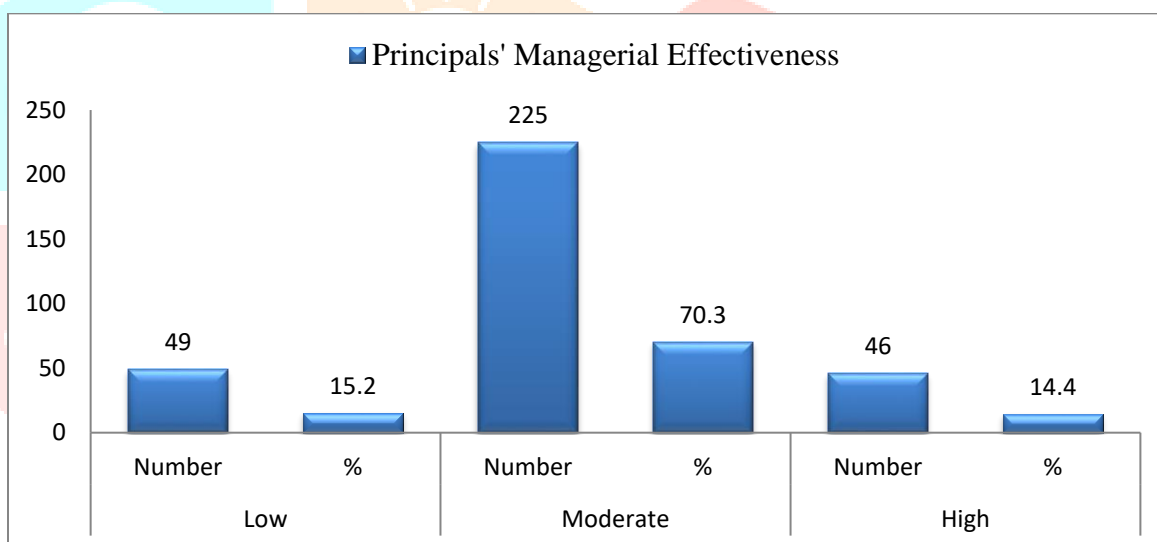


Figure: Number and Percentage of B.Ed. College Lecturers' perception about their Principals' Managerial Effectiveness as low, moderate and high.

Findings of the Study:

85.6% of the B.Ed. college lecturers perceived moderate and low levels of their Principals' managerial effectiveness which indicates that there is a need for the Principals to enhance their, interpersonal relationship skills, be flexible and open with their colleagues, be bold in taking initiatives, have monitoring and negotiating skills. In a nut shell, he must be an effective leader worthy of emulation. On the other hand, 14.4% of the B.Ed. college lecturers perceived about their Principals' managerial effectiveness as high (refer table- 8).

Conclusion

85.6% of the B.Ed. college lecturers perceived their Principals' managerial effectiveness as at moderate and low levels because of various reasons. The primary reason is excessive workload in the B.Ed. colleges and also less salaries. The salaries that are being paid to these lecturers are inadequate as they are not being paid salaries as per NCTE/ State Govt. norms. Even the meager salaries that are being paid are not paid regularly. Apart from that, a majority of the colleges are understaffed, most of the faculty are given more workload than they are supposed to do and as a result there is a lot of pressure and is resulting in dissatisfaction. In addition to that, the lecturers are not involved in the decision-making process in the colleges. It is either the Principal alone or the Principal working in association with the college management who is taking decisions regarding the affairs of the college. This is again leading to a lot of unhappiness on the part of the lecturers.

The respondents who happened to be lecturers of B.Ed. colleges are also assigned unnecessary assignments unrelated to their regular duties. Apart from these, most of the B.Ed. colleges- private un-aided, government and university departments which are offering B.Ed. course have a number of lecturers who are working on contract/ part-time basis. The Principals as well as the management do not give them respect that is due to them, the assignments they are supposed to do and also proper salaries. The consequence of these actions is that the teachers are terribly dissatisfied and this dissatisfaction got reflected in their perception of the managerial effectiveness of their Principals.

Keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment. Apart from ensuring that everybody in the B.Ed. college is doing what he/she is employed to do, organizing the time-table and daily routine, paying regular visit to the classroom to observe lessons and assisting faculty in curriculum delivery, ensuring adequate provision of instructional materials and other resources, seeing to it that appropriate evaluation procedures and used for appraising students development, relating well with members of staff in order to motivate them, promotion of innovation and research in the college, identification of educational problems in the institution in order to find out solution to them, e.g. lack of teachers, lack of fund, etc and ensuring proper records in the school and above all, ensuring that allocated fund is spent for what they are meant for and maintenance of discipline of and staff welfare are said to be qualities of effective Principals.

In order to be perceived to be managerially effective, the Principals must provide better working conditions in the B.Ed. colleges for the lecturers and they must also see that the lecturers are paid adequate salaries as per their qualifications, designation and service as per the norms of NCTE and State Government. The lecturers must also be involved in the decision-making process with regard to the decisions pertaining to the college that are taken by the Principal and management. This will result in better compliance in terms of

decisions taken. The lecturers must also be assigned the works that are expected of them like setting of question papers, conducting of examinations, valuation of answer scripts etc., because these give them a sense of belonging and also professional respect among the peer group and among the students. The contract faculty must also be treated with dignity and they must be given work that is commensurate with the responsibilities. The lecturers must also be allowed to take part in professional activities like attending seminars, workshops, conferences etc.

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