

# Effective Functioning of the B.Ed. College Principals as Perceived by their Lectures based on Age group, Community and Educational qualifications

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## Abstract:

Management is a highly inclusive and comprehensive term. It means much more than mere organization and administration. Educational Management is a complex human activity in which different resources, both men and material, are brought together and made available to accomplish the cherished goals of the organization. The general principles of management like planning, organizing, staffing, decision-making, coordinating and controlling, directing, reporting, motivating and budgeting are as important in educational management as is the case with any other enterprise. There must be optimal use of both human and material resources to realize the aims of education in general and the specific objectives in particular. Management of education thus implies the practical measures for ensuring the system to work for achieving the objectives of an educational institution. The role of a B.Ed. college Principal is an interpersonal one because he or she spends a lot of time interacting with teaching staff, the trainee teachers and office staff. This interpersonal role is very important for the B.Ed. college Principal in his managerial work. Three interpersonal roles namely the figure head, the leader, liaison officer, come from the formal authority and the status of the B.Ed. College Principal. In the present study the researcher has developed the Effective Functioning Rating Scale for assessing the effective functioning of principals as perceived by their B.Ed. college lecturers working in Rayalaseema Region of Andhra Pradesh. For the analysis of data mean, S.D, t-test and graphs have been used by the investigators in the present study. The results of the study concluded that the variables age group and educational qualifications of the B.Ed. college lecturers significantly differed in their perception about their Principals effective functioning of the colleges.

**Key Words:** management, educational management, effective functioning, B.Ed. colleges

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## Introduction

Effective Principals are strong leaders with vision who have high but realistic expectations of both the staff and students. Effective Principals are highly visible in the college premises and are in know-how of the things that are going on in their colleges. They make regular visits to the classrooms, talk to the students and the faculty, talk to the parents of the students, know the students by name and congratulate them on their accomplishments. Effective Principals have authority without being authoritarian. They do not interfere unnecessarily in the activities of the lecturers and they know when to step back and let talented lecturers teach without any interference. The end of their lecturers with a role in decision-making and repose complete faith in the talents of these lecturers and empower them. Leadership is one of the crucial attributes which most managers fail to possess in spite of their job title. True leaders are able to instill confidence and trust, delegate responsibility and provide direction to their subordinates or followers.

In effective colleges, the goals and expectations are not only well-defined but are also shared by everyone involved in the working of the college. Academic excellence is highly valued both by the staff and the students and students are expected to work hard to be par excellence. Standards are high but realistic and individual differences among students in terms of learning rate and style understood, and appreciated. There is clarity in rules and this are consistently enforced. Students are taught that courtesy and respect are expected in interpersonal relationships not only between the staff and the students but among the students too. Students know that they are expected to succeed with flying colors and they work accordingly.

Effective managers are striving to build rapport and personal relationships with their teams. It is more likely that employees are going to exceed the expectations put on them by the task manager. Hence it is highly imperative that managers establish a good and healthy relationship with employees to build trust and make the employees feel valued. Valued employees are more than willing to do their best to get the job done right. The best manager knows when their employees need more development and encouragement and how to ensure those developments for the employees make them successful. Developing others involves cultivating and promoting each individual's talents and also motivating those individuals to channel all their energies, skills and talents towards productivity of the organization.

Managerial success greatly depends on the utilization of the management skills. There are three types of managerial skills which are highly essential for successful management performance. They are conceptual skills, technical skills and human skills.

## Empirical evidences shows that the Effective Functioning of the B.Ed. Colleges is an asset to the educational system

*Kain (2010)* attempted to critically look into certain factors which are believed to have significant impact on the effective administration of the school. Various independent variables were used in the study to find out the efficiency of the head of the schools for the visually impaired children. The study revealed the heads who had a good number of teachers in the schools for visually impaired students improved the efficiency of the heads as both administrators and teachers. When compared to those Principals were working in non-governmental organizations, the heads who were working in the governmental organizations were more efficient in administrative skills. It was inferred from the study that the heads who had qualifications in the field of not only general education but also special education and who also had research degrees were better administrators and better teachers; *Pardue (2003)* studied the Principal effectiveness were: ability to create a learning-oriented climate; foster teambuilding and morale; provide personal and professional leadership to forward the school community; utilize the organizational management and provide instructional leadership to promote student achievement. It was concluded from the findings that there existed statistically significant relationships in teachers' perceptions of female and male Principals' effectiveness based on the gender in the areas of ability to create a learning oriented climate, foster team building and morale, provide personal and professional leadership to forward the school community and utilize organizational management. It was however proved that there did not exists a statistically significant relationship between teachers' perceptions of female and male Principals' effectiveness based on the gender regarding the providing of instructional leadership to promote student achievement; and *Kelechukwu (2011)* examined the relationship that existed between humour styles, age, perceived Principal effectiveness and gender to determine if any differences existed between the Principals' personal perceptions of their humour styles and effectiveness as stated by the teachers. The Principal's humour style happens to be a significant factor in determining his or her effectiveness as perceived by teachers was the primary and significant conclusion that was drawn from the study. It was also understood from the study that a Principal's effectiveness in getting a job done is partly determined by the successful social interactions that the Principal had with other groups. Research Studies that focus on effective functioning of educational administrators are sporadic in nature in Indian context and such studies are warranted. The present study is an attempt to study the Effective Functioning of the Principals working in B.Ed. Colleges of Education.

## Need and Importance of the Study

Good and effective management is the hallmark of a healthy and effective functioning organization, be it an educational institution or otherwise. B.Ed. colleges provide the nurturing environment for the budding teachers to discharge their duties effectively and efficiently once they join in some school as teachers. The Principals of these B.Ed. colleges are the guiding force, beacon lights and act as exemplars for the trainee teachers. As a result, unless these Principals are effective in the discharge of their solemn duties as the heads of B.Ed. colleges, nothing substantial can be achieved and the outcome of the entire exercise in these colleges will be dismal. The investigator has reviewed a large number of Indian and Foreign studies relating to the present research study. It has been observed by the investigator that there are only limited studies on effective functioning of B.Ed. colleges. So there is a need to review the available researches in order to develop a conceptual model for the investigation and to develop a clear understanding of the present study. Hence the investigator has made an attempt to study the effective functioning of colleges of education as perceived by the teacher educators. The investigator feels the study is relevant and significant because the findings from this study may provide information to enhance Principals effective functioning, which in turn may result in a more productive workplace for student-teachers, lecturers and Principals. In addition to its applied significance as discussed above, the study also exhibits academic significance in adding new information to existing knowledge on role of Principals' managerial effectiveness on effective functioning of the B.Ed. colleges.

## Objectives of the Study

The following are the objectives of the present study:

1. To find out the significant difference, if any, in the B.Ed. college lecturers' perception about the different dimensions of effective functioning of the B.Ed. College Principals due to variations in their Age group (35 years and below/ 36-45 years/ above 45 years).
2. To find out the significant difference, if any, in the B.Ed. college lecturers' perception about the different dimensions of effective functioning of the B.Ed. College Principals due to variations in their Community (OC/ BC/ SC and ST).
3. To find out the significant difference, if any, in the B.Ed. college lecturers perception about the different dimensions of effective functioning of the B.Ed. College Principals due to variations in their Educational qualification (P.G with M.Ed./ P.G with M.Ed. and M.Phil/ P.G with M.Ed. and Ph.D.).

## Hypotheses of the Study

1. There exists significant difference in the B.Ed. college lecturers perception about the different dimensions of effective functioning of the colleges by their Principals due to variations in their Age group.
2. There exists significant difference in the B.Ed. college lecturers perception about the different dimensions of effective functioning of the colleges by their Principals due to variations in their Community.
3. There exists significant difference in the B.Ed. college lecturers perception about the different dimensions of effective functioning of the colleges by their Principals due to variations in their Educational qualification.

## Methodology used in the Study

### i) 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.

### ii) Tool used in the Study

For the purpose of the study, the researcher has developed the Rating Scale to assess the perception of B.Ed. College lecturers about the effective functioning of the colleges by their principals. To achieve the above stated objectives, the investigator developed the Rating Scale to assess the Perception of B.Ed. College Lecturers about their Principals' Effective Functioning of the colleges.

The effective functioning rating scale was developed based on the 6 dimensions i.e. expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, and curriculum quality with 60 statements. These statements are selected based on the literature and the earlier studies conducted in this area. The statements are given to a panel of experts and their opinions are incorporated in revising of the 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.

### iii) 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.

#### iv) Data Collection and Analysis

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' effective functioning of the colleges. 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. The collected data were analyzed by using appropriate statistical techniques such as mean, S.D, and F-test.

### Results and Discussion

#### 1. Effect of 'Age group' on the Principals' Effective Functioning of the Colleges as Perceived by the B.Ed. College Lecturers

Table-1 shows the mean and standard deviation scores of Principals' effective functioning of the colleges- dimension wise and as a whole as perceived by the B.Ed. college lecturers with different age groups and the calculated F-values.

**Table-1: Mean and S.D Scores of Principals' Effective Functioning of the Colleges- dimension wise and as a whole as Perceived by the B.Ed. College Lecturers based on their Age group and the Calculated F-values**

Dimensions of Effective Functioning of the B.Ed. Colleges	Up to 35 years (N=165)		36 to 45 years (N=114)		Above 45 years (N=41)		Calculated F-values
	Mean	S.D	Mean	S.D	Mean	S.D	
Expectations	29.91	8.93	30.77	8.85	35.24	9.481	5.82 **
Shared Vision and Goals	29.84	9.27	31.36	8.50	37.34	8.639	11.61 **
Professional Leadership	29.48	8.49	30.77	7.63	35.44	8.100	8.80 **
Cohesion Among Staff	29.36	8.29	31.38	8.03	34.85	9.015	7.67 **
Assessment and Monitoring	29.62	8.77	30.65	8.38	36.68	7.627	11.41 **
Curriculum Quality	29.92	9.21	31.70	9.14	37.51	8.376	11.51 **
Effective Functioning as a	178.13	50.10	186.63	47.42	217.10	48.89	10.39 **

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**Note:** \*\* Significant at 0.01 level.

From table-1, the F-values with respect to the effective functioning dimensions- effective functioning as a whole (10.39), expectations (5.82), shared vision and goals (11.61), professional leadership (8.80), cohesion among staff (7.67), assessment and monitoring (11.41) and curriculum quality (11.51) are significant at 0.01 level. It means, the lecturers with different age groups i.e. upto 35 years, 36 to 45 years and above 45 years age group significantly differed in their perception about their Principals' contribution to effective functioning of the colleges due to these dimensions. Hence, the formulated hypothesis '*there exists significant difference in the B.Ed. college lecturers perception about the effective functioning of the colleges by their Principals due to variations in their age group*', is accepted with respect to the above said dimensions. These results are in line with the findings from the studies of Kelechukwu (2011), Ogunsanya (2001), and Okolo (2001).

Further, the mean values for lecturers with different age groups indicate that the lecturers above 45 years age group perceived their Principals' contribution to effective functioning of the college in these dimensions- effective functioning as a whole (217.10), expectations (35.24), shared vision and goals (37.34), professional leadership (35.44), cohesion among staff (34.85), assessment and monitoring (36.68) and curriculum quality (37.51) to be better than by the lecturers in 36 to 45 years age group (186.63, 30.77, 31.36, 30.77, 31.38, 30.65 and 31.70 respectively) and lecturers upto 35 years age group (178.13, 29.91, 29.84, 29.48, 29.36, 29.62 and 29.92 respectively). Over the years, the lecturers over 45 years of age must have had the opportunity to view the growth of the institution under the leadership of their Principals. Principals who got high marks from lecturers would have been adept in creating a strong working climate and knew how to make best use of resources at hand. With increased age and experience, lecturers appear to have appreciated an influenced relationship of trust, shared vision, responsibility, commitment and perseverance in their principals as leaders. Hence, they perceived their Principals' contribution to functioning of their colleges to be very effective.

## 2. Effect of 'Community' on the Principals' Effective Functioning of the Colleges as Perceived by the B.Ed. College Lecturers

The mean and standard deviation scores of Principals' effective functioning of the colleges- dimension wise and as a whole as perceived by the B.Ed. college lecturers belonging to OC, BC and SC/ST communities and the calculated F-values are presented in table-2.

**Table-18: Mean and S.D Scores of Principals' Effective Functioning of the Colleges- dimension wise and as a whole as Perceived by the B.Ed. College Lecturers based on their Community and the Calculated F-values**

Dimensions of Effective	OC (N=120)	BC (N=155)	SC/ST (N=45)	Calculated
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Functioning of the B.Ed. Colleges	Mean	S.D	Mean	S.D	Mean	S.D	F-values
Expectations	30.06	9.10	31.72	8.64	30.33	10.56	1.22 @
Shared Vision and Goals	30.83	9.26	32.18	8.81	29.80	10.34	1.46 @
Professional Leadership	30.12	8.10	31.41	7.86	29.84	10.36	1.09 @
Cohesion Among Staff	30.23	8.26	31.42	8.13	30.07	10.05	0.86 @
Assessment and Monitoring	30.29	8.35	31.68	8.44	29.80	10.75	1.25 @
Curriculum Quality	31.21	8.89	32.01	9.35	30.71	10.74	0.45 @
Effective Functioning as a whole	182.73	48.80	190.41	48.35	180.56	60.59	1.11 @

**Note:** @ Not significant at 0.05 level.

The variable 'community' did not influence the perception of the B.Ed. college lecturers on the effective functioning of the colleges by their Principals. The obtained F-values for the dimensions- expectations (1.22), shared vision and goals (1.46), professional leadership (1.09), cohesion among staff (0.86), assessment and monitoring (1.25), curriculum quality (0.45) and effective functioning as a whole (1.11) were not significant at 0.05 level.

This indicates the lectures' communities i.e. OC, BC and SC/ST did not have their impact on effective functioning as a whole and also on its dimensions. Hence, the formulated hypothesis '*there exists significant difference in the B.Ed. college lecturers perception about the effective functioning of the colleges by their Principals due to variations in their community*', is rejected with respect to above said dimensions. This result is supported by the studies of Burton (1990) and Pardue (2003) who have reported that community had no effect on Principals' effectiveness. In this study, all Principals seem to have treated all their lecturers alike, irrespective of the caste factor. Effective functioning of college was hence impingent on professional leadership, cohesion among staff and shared goals and visions that seemed to have nothing to do with community background of the respondents. It means that, in this study, the perception of B.Ed. college lecturers from different communities i.e. OC, BC and SC/ST was similar in terms of effective functioning of the colleges by their Principals.

### **3. Effect of 'Educational qualification' on the Principals' Effective Functioning of the Colleges as Perceived by the B.Ed. College Lecturers**

Table-3 represents the mean and standard deviation scores of Principals' effective functioning of the colleges- dimension wise and as a whole as perceived by the B.Ed. college lecturers with PG with M.Ed., PG with M.Ed. and M.Phil., and PG with M.Ed. and Ph.D. qualifications and the calculated F-values.

**Table-3: Mean and S.D Scores of Principals' Effective Functioning of the Colleges- dimension wise and as a whole as Perceived by the B.Ed. College Lecturers based on their Educational qualification and the Calculated F-values**

Dimensions of Effective Functioning of the B.Ed. Colleges	PG with M.Ed. (N=238)		PG with M.Ed. and M.Phil (N=54)		PG with M.Ed. and Ph.D (N=28)		Calculated F-values
	Mean	S.D	Mean	S.D	Mean	S.D	
Expectations	30.34	8.90	30.76	8.71	35.93	10.37	4.84 **
Shared Vision and Goals	30.65	8.99	31.37	9.05	37.18	9.71	6.51 **
Professional Leadership	29.90	8.03	31.33	8.20	36.32	9.20	7.95 **
Cohesion Among Staff	29.95	8.02	31.06	8.21	37.32	9.94	10.08 **
Assessment and Monitoring	29.89	8.41	31.85	8.72	37.61	9.01	10.71 **
Curriculum Quality	30.74	9.01	31.22	9.62	38.86	9.12	9.97 **
Effective Functioning as a whole	181.46	48.27	187.59	49.80	223.21	55.47	9.06 **

**Note:** \* Significant at 0.05 level, \*\* Significant at 0.01 level.

From table-3, the obtained F-values with respect to the effective functioning of the colleges dimensions-effective functioning as a whole (9.06), expectations (4.84), shared vision and goals (6.51), professional leadership (7.95), cohesion among staff (10.08), assessment and monitoring (10.71) and curriculum quality (9.97) were significant at 0.01 level. It means, the lecturers having PG with M.Ed., PG with M.Ed. and M.Phil., and PG with M.Ed. and Ph.D. qualifications significantly differed in their perception about their Principals' contribution to effective functioning of the colleges due to these dimensions. Hence, the formulated hypothesis '*there exists significant difference in the B.Ed. college lecturers perception about the effective functioning of the colleges by their Principals due to variations in their educational qualification*', is accepted with respect to the above said dimensions.

Further, mean values clearly indicate that the lecturers possessing PG with M.Ed. and Ph.D. qualification perceived their Principals' contribution to effective functioning of the colleges in these dimensions as high - effective functioning as a whole (223.21), expectations (35.93), shared vision and goals (37.18), professional leadership (36.32), cohesion among staff (37.32), assessment and monitoring (37.61) and curriculum quality (38.86) followed by the lecturers possessing PG with M.Ed. and M.Phil qualification (187.59, 30.76, 31.37, 31.33, 31.06, 31.85 and 31.22 respectively) and lecturers with PG with M.Ed. (181.46, 30.34, 30.65, 29.90, 29.95, 29.89 and 30.74 respectively). These findings are in acceptance with the results of Kain (2010) on special education school Principals who have postgraduate degree with professional degree in general education and a diploma in special education have better administrative abilities and skills when compared to their counterparts. The Ph.D. respondents had perceived effective functioning of the colleges by

their Principals as most effective when compared with the rest of the respondent of this study because higher education instilled in them the necessary exposure and thinking capacity to appreciate the problems prevailing in the colleges and how the problems were being solved by the Principals. They would have also supported their Principals in effective functioning of the colleges.

### Findings of the Study

1. The variable '*age group*' of B.Ed. college lecturers had a significant bearing on their Principals' contribution to the effective functioning of the colleges with respect to the dimensions- expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and effective functioning as a whole. Further, the mean values indicate that lecturers over 45 years age perceived their Principals' contribution to the effective functioning of the colleges to be better than their counterparts i.e. lecturers between 36 to 45 years age group and lecturers up to 35 years age group.
2. The variable '*community*' did not significantly influence the Principals' effective functioning of the colleges dimensions- expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and effective functioning as a whole as perceived by the B.Ed. college lecturers.
3. The variable '*educational qualification*' had a significant bearing on the perception of B.Ed. college lecturers about their Principals' contribution to the effective functioning of the colleges with respect to the dimensions- expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and effective functioning as a whole. Further, the mean values indicate that lecturers having PG with M.Ed. and Ph.D. qualification perceived their Principals' contribution to effective functioning of the colleges to be better than their counterparts having PG with M.Ed. and M.Phil, and PG with M.Ed. qualification.

### Educational Implications of the Study

The best way to promote effective functioning of the B.Ed. colleges is to meet the expectations of the lecturers such as providing them with good salaries as per the norms of NCTE/ State Government providing right kind of environment in the college which enables them to develop their subject. The environment in the college must also enable the lecturers to act in such a way that they achieve the goals of the colleges like providing good instructions to the student-teachers, enabling them to get jobs in good schools by helping in conducting campus selections. The Principals must assess and monitor the lecturers in a liberal way without hurting their feelings and at the same time maintaining discipline in the colleges. Similarly, the lecturers must

also monitor the activity of student-teachers and see that the teaching-learning process is really benefiting the student teachers.

The Principals must take into cognizance the latest developments that are taking the place in education field and adopt those changes into the curriculum and enrich the same to really benefit the student teachers. In addition to that, the Principals must motivate and encourage the lecturers not only to develop their teaching skills but also their subject knowledge and impart meaningful instructions to the student-teachers in the classroom which will enable them to become good teachers in the days to come. Thus there is an important need for Principals to demonstrate an appreciable degree of managerial effectiveness so as to contribute to the effective functioning of the colleges. He/she is required to be realistic, motivating, and fulfilling in the face of emerging issues in education.

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