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Effective functioning of the B.Ed. college principals as perceived by their lectures working under different managements and types of colleges

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Abstract

The Principals of B.Ed. colleges, apart from looking after the administration, organization and work processes, also don the hats of instructional leader, the leader of reform and the manager of the institution. According to Drake and Roe (1986), the Principals' major task is to provide educational leadership to improve teaching and learning process. They ensure the creation of conducive learning environment in which learners receive quality and meaningful instruction. The complexity of the role played by Principals of B.Ed. colleges is growing by day due to the increasing social complexity and also due to the higher expectations and greater demands that are being placed by the students on these colleges. As the Principal happens to be the team leader of the personnel in the college, he naturally wields an immense influence over the behavior of the members of the staff - teaching and non-teaching, their morale, job satisfaction, their self-concept, organizational climate and institutional effectiveness. The Principal of B.Ed. college must have a perception of different levels of development of the trainee teachers, their background and a consummate knowledge as to how to run and manage a B.Ed. college. Perception of B.Ed. college lecturers about their Principals' effective functioning of their colleges plays a major role in determining the success of the Principals. The investigator 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 lecturers working in different management of college and type of B.Ed. college significantly differed in their perception about their Principals effective functioning of the colleges.

Keywords: Effective functioning, administration, organizational climate, conducive learning environment

Introduction

The Principal is not only the academic head but is also the administrative head of an institution. Depending upon the governance of the institution, there tends to be some variation in the powers and responsibilities of Principals as the heads of the institutions. The Principal should update himself with the latest regulations that are given out by the NCTE, Government and Universities from time to time regarding the administration of the college. Details pertaining to recognition and grant-in-aid must be known by the Principal of a private B.Ed. college. Before the commencement of every academic year, the Principal has to ensure that certain things are completed like the preparation of academic calendar, distribution of the work, both for the teaching, non-teaching and administrative staff, purchasing and procuring of necessary equipment, books etc framing of the college timetable, completion of admissions before the commencement of the class work, making plans for the expansion of activities in the college etc. Before the closing of the college for the academic year, a Principal has certain responsibilities to discharge. They are making arrangements for the final examinations, ensure the timely evaluation of the papers, announcement of results, issuing of college leaving certificates, the completion of the annual reports of the college etc.

The educational systems in general and the B.Ed. colleges in particular have always been concerned with improving their performance and enhancing the effectiveness. It lies in the domain of common sense that an effective college is roughly the same as a good college.

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The effectiveness of B.Ed. college obviously refers to the performance of the organizational unit called college. The performance of the college manifests itself in the output of the college, which in turn is measured in terms of the average achievement of the students at the end of a period of formal education in the college. The basic definition of effectiveness is a production of an anticipated outcome or desired result. B.Ed. college A can be judged to be effective when compared to B.Ed. college B, when B.Ed. college A performance is better in achieving its core objectives. This is the general definition of B.Ed. college effectiveness.

According to Hargreaves (2001) an effective B.Ed. college mobilizes not only its social capital but also its intellectual capital to achieve its desired educational outcomes of both moral and intellectual excellences, through the successful use of highly leveraged strategies grounded in evidence based and innovative professional practices. Effective B.Ed. colleges is the one in which the learner achievement is high irrespective of factors like race, gender or socio-economic status. The main determining factor for B.Ed. college effectiveness has been the learner achievement.

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

Akomolafe (2012)

explored the administrative effectiveness of public and private secondary schools. A total of 295 teachers were selected as sample and among them 191 teachers represented the public institutions, while 104 teachers were from the private institutions. A questionnaire entitled 'Principals' Administrative Effectiveness in Secondary Schools' (PAESS) was used to collect the data. It was revealed in the study that while there was a high level of administrative effectiveness in private secondary schools, there was only a moderate level of administrative effectiveness in public schools. High level of discipline was manifested in schools which had a high level of administrative effectiveness; Kain (2010) ^[2] 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; Besong (2013) ^[3] compared the administrator efficiency of Principals in public and private secondary schools in Maroua. It was revealed in the study that in terms of the level of delegation of functions, general rapport, motivation of staff, management of funds, aesthetics of school premises, and administrative procedures, the private secondary school Principals and the public secondary school Principals differed significantly. It was observed that in terms of enforcement of rules and relations, supervision, organization of meetings, decision-making, protection of school property and the supply of equipment there was hardly any difference between the private secondary school Principals and the public secondary school Principals; and Mehrotra (2002) studied the leadership

styles of Principals in relation to Job satisfaction of teachers and organizational climate in government and private senior secondary schools. The main intention of the study was to understand the different leadership styles of the Principals of both the private and the government senior secondary schools. It was observed that though the Principals of both the government and private schools exhibited different types of leadership styles, there was not much significant difference between them. The leadership style was different from school to school.

Need and Importance 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.

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 different Management of colleges (university and government/ private unaided)
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 different Type of college (women/ co-education)

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 Management of colleges.
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 Type of college.

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

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 t-test.

Results and Discussion

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

Table-1 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 working in university, government, and private un-aided colleges along with the calculated t-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 Management of college and the calculated t-values

Dimensions of Effective Functioning of B.Ed. Colleges	University and Government (N=34)		Private un-aided (N=286)		Calculated t-value
	Mean	S.D	Mean	S.D	
Expectations	43.47	1.33	29.41	8.46	9.67 **
Shared Vision and Goals	43.91	1.75	29.85	8.58	9.52 **
Professional Leadership	43.65	1.95	29.16	7.42	11.32 **
Cohesion Among Staff	43.53	2.14	29.27	7.61	10.86 **
Assessment and Monitoring	44.21	1.74	29.31	7.88	10.98 **
Curriculum Quality	44.59	1.81	29.98	8.67	9.79 **
Effective Functioning as a whole	263.35	5.31	176.97	45.22	11.11 **

Note: ** Significant at 0.01 level.

With respect to effective functioning of the college as perceived by the B.Ed. college lecturers, the t-values for effective functioning as a whole (11.11) and the dimensions- expectations (9.67), shared vision and goals (9.52), professional leadership (11.32), cohesion among staff (10.86), assessment and monitoring (10.98) and curriculum quality (9.79) are significant at 0.01 level. This indicates that the lecturers working in university and government, and private un-aided B.Ed. colleges significantly differ 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 the variations in their management of college*', is accepted with respect to the above

said dimensions.

Further, the mean values for lecturers working in university and government, and private un-aided B.Ed. colleges indicates that the university and government lecturers perceived better about their Principals' contribution to effective functioning of the colleges in these dimensions- expectations (43.47), shared vision and goals (43.91), professional leadership (43.65), cohesion among staff (43.53), assessment and monitoring (44.21), curriculum quality (44.59) and effective functioning as a whole (263.35) are more than their counterparts i.e. lecturers working in private un-aided B.Ed. colleges (29.41, 29.85, 29.16, 29.27, 29.31, 29.98 and 176.97 respectively). Studies of Akomolafe (2012)^[1] on secondary schools, Kain (2010)^[2] on special schools, Besong (2013)^[3] on secondary schools and Nambiar (1976)

[4] on school education supported the present study findings; whereas, Moravarker (1964) [5] on secondary schools and Mehrotra (2002) contradicted that, private institutions are better organized when compared to government organizations.

University and government lecturers perceived better about their Principals' contribution to effective functioning of the colleges. This can be attributed to the fact that, the expectations of these respondents were being met and similarly these institutions were run solely on the basis of rules and not on the basis of whims and fancies of individuals. Likewise, they also appreciated the professional leadership that was being provided by the Principals of these colleges

and similarly the assessment and monitoring of the colleges was being done on the basis of the rules and regulations and these respondents experienced a sense of fair play in the running of the colleges based on rules.

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

Table-2 represents the mean and standard deviation scores of Principals' effective functioning of the colleges- dimension wise and as a whole, as perceived by the lecturers working in women and co-education B.Ed. colleges along with the calculated t-values.

Table 2: 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 Type of college and the Calculated t-values

Dimensions of Effective Functioning of B.Ed. Colleges	Women college (N=40)		Co-education (N=280)		Calculated t-values
	Mean	S.D	Mean	S.D	
Expectations	35.75	7.615	30.21	9.10	3.67 **
Shared Vision and Goals	35.95	7.95	30.68	9.21	3.44 **
Professional Leadership	35.20	7.21	30.06	8.30	3.72 **
Cohesion Among Staff	36.00	7.21	30.04	8.38	4.28 **
Assessment and Monitoring	35.63	7.79	30.22	8.71	3.72 **
Curriculum Quality	35.75	8.55	30.93	9.35	3.09 **
Effective Functioning as a whole	214.28	44.10	182.13	50.04	3.85 **

Note: ** Significant at 0.01 level.

The obtained t-values with respect to the effective functioning dimensions- effective functioning as a whole (3.85), expectations (3.67), shared vision and goals (3.44), professional leadership (3.72), cohesion among staff (4.28), assessment and monitoring (3.72) and curriculum quality (3.09) were significant at 0.01 level. It means, women and co-education B.Ed. college lecturers 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 the variations in their type of college*', is accepted with respect to the above dimensions.

Further, the mean values for lecturers working in women and co-education B.Ed. colleges indicate that the women B.Ed. college lecturers perceived better about their Principals' contribution to effective functioning of the colleges in these dimensions- effective functioning as a whole (214.28), expectations (35.75), shared vision and goals (35.95), professional leadership (35.20), cohesion among staff (36.00), assessment and monitoring (35.63) and curriculum quality (35.75) are more than their counterparts i.e. lecturers working in co-education B.Ed. colleges (182.13, 30.21, 30.68, 30.06, 30.04, 30.22 and 30.93 respectively). These results are in line with the findings of the studies by Diwan (1993) [9] on secondary schools, Holder (1992) [8] on secondary schools, Jamil, Ramzan, Atta, Younis, Kareem and Jan (2012) [7] on female and male heads of secondary schools and Rush (1993) [10]. Effective functioning of colleges require Principals to have a mindset founded upon their willingness to lead, to serve others, keep their work priorities aligned with the organization's goals, acknowledge the value of our co-workers and respect them with the dignity they deserve, have shared vision and cohesiveness among the staff, and above all, are great listeners and speakers. Such Principals let their faculty know that they care for them and value human relationships to claim their 'authority' to lead.

Findings of the Study

1. The variable '*management of college*' had a significant influence on the perception of B.Ed. college lecturers on their Principals' contribution to 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 working in government B.Ed. colleges and university B.Ed. colleges perceived better their Principals' contribution to effective functioning of the colleges to be better than their counterparts i.e. lecturers working in private un-aided B.Ed. colleges.
2. The variable '*type of college*' 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 dimensions and effective functioning as a whole. Further, the mean values indicate that lecturers working in women B.Ed. colleges perceived their Principals' contribution in terms of effective functioning of the colleges to be better than their counterparts i.e. lecturers working in co-education B.Ed. colleges.

Educational Implications of the Study

The ability to look ahead is one of the most sought-after managerial traits. Leaders must be able to choose an appropriate direction for the organization. Lecturers expect the Principal to have a well-defined orientation toward the future and want to know what the organization will look like in the years to come. In other words, the Principal is expected to be a visionary. For B.Ed. College Principal, this means constantly examining new research, best practices, and new systems to see how the institution can become more effective. The best way to increase the effective functioning of the

colleges is for the Principals to see that the lecturers attend to their duties regularly and promptly and discharge their duties to the best of their ability with total commitment.

The Principals also must periodically conduct skill development programmes for the lecturers and student-teachers to enhance their skills. The library in the college must be well furnished and well stocked with the latest journals, books for competitive examinations like TET, DSC etc. The Principal must motivate and encourage both the lecturers as well as the student-teachers to make use of the library facilities to the optimum level to improve their knowledge and teaching skills. The Principals must also see that there exists a good ICT lab in the college and the other science laboratories and also provided with adequate instruments and chemicals. The Principals must maintain cordial and friendly relations with all staff members see to that the entire staff in the college exists as one single extended family. They must also be in constant touch with the university and send the student particulars, application forms and other relevant documents to universities for smooth conduct of examinations and get the mark statements to the college in a prompt and timely manner. The Principals must also make efforts to develop their own model school which will help the student-teachers to get properly trained in the art of teaching. Principals should receive some proficiency training that would enhance their performances.

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