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## EFFECTIVE FUNCTIONING OF THE B.ED. COLLEGE PRINCIPALS AS PERCEIVED BY THEIR LECTURES IN RELATION TO GENDER, EXPERIENCE AND SALARY

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### ABSTRACT:-

**T**he 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. 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. 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. A Principal holds a pivotal position in the college and like a captain of a ship holds the key position in the college. He is the one who is responsible for taking care of what goes on in the college. For the sake of academic administration, the Principal should conduct periodic meetings with the staff in conducive environment for healthy and friendly interaction between the Principal and the staff. The meetings should be so informal that the members are free to express their opinions and ideas regarding themselves and the college. The Principal must take his staff into confidence, respect their opinions and whatever is decided by consensus at the staff meetings must be put into implementation with all sincerity and cordiality. 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 variables gender, experience and salary of the B.Ed. college lecturers significantly differed in their perception about their

Principals effective functioning of the colleges.



**KEYWORDS:** Principal, effective functioning, conducive environment, academic administration.

### INTRODUCTION

Modern education is not only multidisciplinary but also multi dimensional and dynamic. Sweeping and epoch making changes are taking place in all dimensions of human life be it social, cultural, economic, political, scientific, technological and artistic and these changes find their reflections and impact inevitably on education too. Education is concerned not only with the intellect and spiritual aspects of human life but it also touches

the emotional, social and physical aspects related to human beings and as a result it cuts across various subjects and disciplines. It has to deal with the problems, conditions and behavior of not only the teaching and non-teaching faculty of educational institution but also of the student community. For achieving the goals and objectives of the educational institutions, a lot of communication, co-operation and collaboration in relation to issues have to be identified and sorted out.

Effectiveness is a broader term which connotes the degree to which an organization achieves its set goals. Efficiency on the other hand is a more limited concept that concerns itself with the internal working of the organization. David (2011) argues that effectiveness is more important than efficiency. However, it is necessary that a manager must be both efficient and effective in performing his job. Thus, both effectiveness and efficiency are essential to maximize organizational success. A manager must strike a balance between effectiveness and efficiency. In most of the cases, maximizing efficiency and effectiveness simultaneously leads to conflict between the two goals. To quote an example, at the customer service counter at a bank, being efficient means using the fewest possible number of appointments at the counter, which may hurt both customer service and satisfaction and tarnish the reputation of the bank. Being effective on the other hand means reducing the waiting of customers in the queue. It requires increasing the number of lines or the counters at the bank which obviously increases the service cost for the bank (Daft and Marcic, 2007).

These basic principles of management have wide applications and implications in the field of education too. Establishing positive learning climate with high expectations in the college, ability to handle students, maintaining an orderly learning environment, preventing disruptions are the prerequisites for maintaining a salubrious classroom atmosphere. Teachers, as effective managers are capable of creating conducive positive learning environment which facilitates self-discipline among students and who assume responsibility by themselves for their behaviour. As a complex activity, it is imperative that classroom organization and effective instructional skills along with planning for the development of the classroom management.

### **EMPIRICAL EVIDENCES SHOWS THAT THE EFFECTIVE FUNCTIONING OF THE B.ED. COLLEGES IS AN ASSET TO THE EDUCATIONAL SYSTEM**

Jamil et al. (2012) made a comparison of the effectiveness of female and male Institutional heads working in different secondary schools of district Dera Ismail Khan, located in the south of Khyber Pakhtunkhwa province of Pakistan. The major areas of comparison were the efficiency, leadership styles and precepts of the Institutional Heads, pursued by the teachers appointed in their respective schools. It was revealed that female Institutional heads proved to be better administrators as they showed keen interest in institutional administration, keeping cordial relationship with the teaching fraternity and parents and motivating their team to work hard; Ogunyinka (2013) investigated the work effectiveness of school Principals and the leadership styles in the Ado-Ekiti local government area, Ekiti State. A survey research design was used. Teachers in all secondary schools in Ado-Ekiti constituted the population of the study. 100 secondary teachers from five secondary schools and 20 teachers from each school constituted the sample for the study. The instrument that was used for the study was a questionnaire entitled leadership styles and work effectiveness of School Principals in the Ado-Ekiti local government area of Ekiti State, Nigeria. The data was analyzed using Pearson product moment correlation coefficient and t-test statistics. It was revealed in the findings that there existed no leadership style that is superior to another. It only revealed that the leadership styles of the male Principals were more effective than the leadership styles of the female Principals and the male Principals' work effectiveness has greater performance than the female Principals' work effectiveness; Oyewole and Abe (2011) investigated the Principal leadership effectiveness in Ekiti State, Nigeria. A descriptive survey research design was used for the study. The population for the study consisted of all the teachers and the Principals of public secondary schools in Ekiti State, Nigeria. It was indicated in the data analysis that there existed a significant difference between the Principals' leadership effectiveness and their years of experience. A significant difference was also identified between the Principals' leadership effectiveness and their age. No significant difference however was identified between the leadership effectiveness of the female and the male Principals; and Shakir (2013) conducted a study on the Principals' effectiveness in relation to their job satisfaction, work commitment, emotional maturity and

hardiness. It was revealed in the findings of the study that there existed a significant difference between the job satisfaction of low effective group of Principals and the job satisfaction of highly effective group of Principals. Similarly, there existed a significant difference between the work commitment of the low effective group of Principals and that of the high effective group of Principals. 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.

In spite of the fact that B.Ed. college Principal's managerial effectiveness is of paramount importance in the effective running of the college, no substantial research has been done in this area. As a result, the investigator, after identifying the lacunae existing in the area, has decided to pursue research in the particular area. The main thrust of this study is to study the different dimensions of the activities that a B.Ed. college pursues in connection with his professional and management duties in the college. The study also focuses on how effective the Principals are in the discharge of their duties as managers of these B.Ed. colleges. It goes without saying that the effective functioning of the B.Ed. colleges depends upon the managerial capabilities of the Principals. Unless they hone their managerial skills, the day to day functioning of the colleges cannot be an effective. They are likely to fail in their duty to guide the destinations of the student teachers who in the days to come will themselves be mentoring the pupils in the secondary schools.

### **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 Gender (men/women).
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 Years of experience (8 years and below/ 8 years above)
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 Salary per month (Rs.12,000 and below/ Rs.12,000 above).

### **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 Gender.
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 Years of experience.
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 Salary per month.

### **METHODOLOGY USED IN THE STUDY**

#### **1) 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 t-test.

## RESULTS AND DISCUSSION

### 1. Effect of 'Gender' 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 men and women lecturers 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 Men and Women B.Ed. College Lecturers and the calculated t-values**

Dimensions of Effective Functioning of the B.Ed. Colleges	8 years and below (N=209)		Above 8 years (N=111)		Calculated t-values
	Mean	S.D	Mean	S.D	
Expectations	30.08	8.92	32.44	9.30	2.22 *
Shared Vision and Goals	30.16	8.97	33.56	9.31	3.18 **
Professional Leadership	29.46	8.07	33.04	8.37	3.72 **
Cohesion Among Staff	29.49	7.98	33.22	8.84	3.83 **
Assessment and Monitoring	29.44	8.44	33.64	8.76	4.19 **
Curriculum Quality	30.38	9.02	33.69	9.68	3.05 **
Effective Functioning as a whole	179.01	48.22	199.59	51.89	3.54 **

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

With regard to perception of the B.Ed. college lecturers about their Principals' contribution to effective functioning of the colleges, the t-values for effective functioning as a whole (3.54), shared vision and goals (3.18), professional leadership (3.72), cohesion among staff (3.83), assessment and monitoring (4.19) and curriculum quality (3.05) were significant at 0.01 level, whereas for the dimension- expectations (2.22) was significant at 0.05 level. This indicates the years of experience that the lecturers having 8 years and below, and above 8 years experience 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 variations in their years of experience', is accepted with respect to above dimensions.

Further, the mean values of more than 8 years experience lecturers perceived their Principals' contribution to effective functioning of the colleges in the dimensions- expectations (32.44), shared vision and goals (33.56), professional leadership (33.04), cohesion among staff (33.22), assessment and monitoring (33.64), curriculum quality (33.69) and effective functioning as a whole (199.59) were more than their counterparts (30.08, 30.16, 29.46, 29.49, 29.44, 30.38 and 179.01 respectively). Effective functioning of the colleges requires able support of all faculties, especially the experienced ones. Owing to their experience, these lecturers are trusted by their Principals and they share responsibilities. Working at ease in an open, flexible, co-operative and shared environment, these experienced lecturers were comfortable with their conscientious Principals who successfully delegated and guided their faculty. Hence they perceived that their Principals were successful in facilitating effective functioning of the colleges.

The findings are akin to the findings of Shakir (2013) who reported that length of experience has a significant influence on the effective functioning of the Principals. Present findings is contrary to the findings of Walkar, (2009); Nanda, (1992); and Shams, (2007) who reported that no significant relationship between Principals' effectiveness and length of experience.

### 3. Effect of 'Salary per Month' on the Principals' Effective Functioning of the Colleges as Perceived by the B.Ed. College Lecturers

The mean and standard deviation of Principals' effective functioning of the colleges- dimension wise and as a whole, as perceived by the B.Ed. college lecturers receiving Rs.12,000 and below, and above Rs. 12000 salary per month along with the calculated t-values are presented in table-3.

**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 receiving Rs.12,000 and below, and above Rs. 12000 Salary per month and the Calculated t-values**

Dimensions of Effective Functioning of the B.Ed. Colleges	Rs.12,000 and below (N=215)		Above Rs.12,000 (N=105)		Calculated t-values
	Mean	S.D	Mean	S.D	
Expectations	29.59	8.81	33.59	9.15	3.77 **
Shared Vision and Goals	30.01	9.16	34.07	8.76	3.77 **
Professional Leadership	29.27	7.84	33.63	8.60	4.52 **
Cohesion Among Staff	29.40	8.08	33.60	8.57	4.27 **
Assessment and Monitoring	29.20	8.40	34.36	8.53	5.14 **
Curriculum Quality	30.13	9.18	34.39	9.15	3.90 **
Effective Functioning as a whole	177.60	48.52	203.64	49.89	4.47 **

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

With respect to Principals' contribution to effective functioning of the colleges as perceived by the B.Ed. college lecturers, the calculated t-values for the dimensions expectations (3.77), shared vision and goals (3.77), professional leadership (4.52), cohesion among staff (4.27), assessment and monitoring (5.14), curriculum quality (3.90) and effective functioning as a whole (4.47) were significant at 0.01 level. It means, the variable 'salary per month' has its impact on the effective functioning of the colleges due to these dimensions and 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 salary per month', is accepted with respect to the above said dimensions.

Further, the mean values for lecturers receiving Rs.12,000 and below, and above Rs. 12000 salary per month indicates that the above Rs. 12000 salary per month lecturers perceived better about the effective functioning of the colleges in these dimensions- effective functioning as a whole (203.64), expectations (33.59), shared vision and goals (34.07), professional leadership (33.63), cohesion among staff (33.60), assessment and monitoring (34.36) and curriculum quality (34.39) were more than their counterparts (177.60, 29.59, 30.01, 29.27, 29.40, 29.20 and 30.13 respectively). These findings are supported by Khan (1975) and Williams (1990) on secondary schools. It can be concluded from the table that the B.Ed. college lecturers receiving more than Rs. 12,000 salary per month perceived effective functioning of the colleges. Developing institutions where excellent pedagogical practices are developed and shared also requires appropriate leadership, who can identify and ensure pay hikes to those lecturers who contribute to qualitative upliftment of institutions. Human nature is to crave for recognition. In this study, the lecturers with high salary experienced joy working under Principals who keep them happy with timely and appropriate pay scales. No wonder they perceived their Principals' contribution to effective functioning of colleges as high.

### FINDINGS OF THE STUDY

1. Men and women lecturers working in B.Ed. colleges significantly differed in their perception about their Principals' effective functioning of the colleges. The variable 'gender' of the B.Ed. college lecturers significantly influenced their Principals' professional leadership, assessment and monitoring, curriculum quality and effective functioning as a whole. The mean values indicate that women lecturers' perceived their Principals' contribution to effective functioning of colleges to be better their male counterparts. On the other hand, it did not significantly influence their Principals' contribution to the effective functioning of the colleges with respect to expectations, shared vision and goals and cohesion among staff.



2. The variable 'years of experience' of B.Ed. college lecturers significantly influenced 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. The trend of means indicate that lecturers having more than 8 years of experience perceived better about their Principals' contribution to the effective functioning of the colleges than their counterparts with 8 years and less of experience.

3. The variable 'salary per month' had significant influence on the perception of the 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 receiving salary above Rs.12,000 perceived their Principals' contribution to effective functioning of the colleges to be better than their counterparts.

### 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 lecturers as well as student-teachers should develop their professional leadership qualities and this can be facilitated by having NSS units in the B.Ed. colleges, conducting soft skills and communication skills classes on regular basis etc. In addition to these, cohesion among staff helps in creating a friendly environment in the colleges which will lead to the lecturers leading a satisfactory life. This can be made possible by conducting sports and games among the lecturers and student-teachers, going on field trips, excursions, picnics etc. 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.

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