



Managerial effectiveness of principals as comprehended by the B.Ed. college lecturers on the basis of their gender and experience

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Abstract

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. Management of education implies the practical measures that are needed for ensuring the system to work for achieving the objectives of an educational institution. In educational management, there is a paradigm shift from the tacit belief earlier that the principals are senior executives who issue orders and directions to be obeyed by their subordinates, to the view that effective Principals set exemplary standards for both the students and the staff, focus on excellence and inspire all the members of the community to a strong and shared commitment towards the realization of organizational goals. It implies that when the Principal discharges his duties effectively, greater miracles happen in the B.Ed. college; but when they are found incompetent in performing their roles, the learners are hindered from achieving their potentials. The present study makes an earnest effort to understand the *managerial effectiveness of their principals as perceived by their lecturers basing on their gender and experience*. The investigator have developed the Managerial Effectiveness Rating Scale for assessing the managerial effectiveness of principals as perceived by the B.Ed. college lecturers working in rayalaseema region. For the analysis of data mean, S.D, t-test and graphs have been used by the investigators in the present study. The result of the study concluded that the variables gender and experience of B.Ed. college lecturers significantly differed in their perception about their Principals' managerial effectiveness.

Keywords: educational management, organizational goals, managerial effectiveness, etc

Introduction

Educational Administration is a more comprehensive term with primary focus on education. Educational administration involves itself mainly with educational policies, educational planning, direction, coordination and supervision of the educational programs. The main aim of educational administration is to promote the effective development of human qualities through the process of integrating the efforts of human resources and utilizing appropriate material resources.

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.

Research on the managerial effectiveness of Principals within the last decade has witnessed a shift from an emphasis on management directives, to a focus upon the effective potential of the management (Lewin and Minton, 2007). In educational management, there is a recent shift from the tacit belief earlier that the managers are senior executives who issue orders and directions, to the view that effective Principals set exemplary standards for both the students and the staff, focus on excellence and inspire all the members of the community to a strong and shared commitment towards the realization of organizational goals (Lezolt and Mckee, 2006). Thus, what transpires in a college either impedes and diminishes students' academic success or promotes and nourishes it. It implies that when the Principal discharges his duties effectively, greater miracles happen in the B.Ed. college; but when they are found incompetent in performing their roles, the learners are hindered from achieving their potentials.

Empirical evidences shows that the managerial effectiveness is an asset to the educational institution

Eunice (2015) ^[5] conducted a study on Principals' gender and management effectiveness in secondary schools of Kenya. He stated that educational leadership has a very vital role to play

in the transformation of society and for the society to witness change, effective leaders are highly essential. It was concluded from the data analysis that there existed a significant relationship between the Principals' gender and effectiveness in management of discipline. It was also observed in the study that there existed no significant relationship between the Principals' gender and their effectiveness in the personnel management, financial management and student management. The study made a recommendation that while promoting deputy Principals to become Principals, the teachers' employer (The teachers' service commission) should consider gender in order to ensure that there is gender equity in the secondary schools. Myers (2013) [7] explored the role of emotion as it relates to leadership philosophy and the enactment of leadership decisions and actions. It was revealed in the findings that the male school Principal was able to successfully implement a care-based form of leadership practice. It was suggested in the result that particular leadership activity, which involved various emotional, relational, moral, and social competencies was necessary for the school Principal to experience success. Principal attitude in these domains assisted the school leader to successfully lead his school organization during both turbulence and stable conditions. Paustian-Underdahl, Walker and Woehr (2014) [9] examined 95 studies that were conducted between 1962 and 2011. It was discovered in the study that, in the settings that were dominated by men, the male leaders were perceived to be more effective. In the settings that were dominated by the women, female leaders are perceived to be more effective. In the educational and business settings, women were perceived to be more effective. While the government settings like the military were dominated by men, the educational settings and social service settings were mostly dominated by women. Women were also perceived to be more effective leaders in middle management positions. There was however, no difference perceived of the leadership effectiveness at supervisory level or senior level leadership positions. Hang (2015) [10] made an exploratory and quantitative study to examine and understand the perceptions of Cambodian State school teachers regarding their Principals' leadership capabilities and the significantly different perceptions when grouped by teachers and Principals' demographic factors. Significant difference was observed by the respondents among Principals gender. The capacities of the female Principals were perceived to be significantly higher than their male counterparts. Research Studies that focuses on the managerial effectiveness of principals are sporadic in nature in Indian context and such studies are warranted. The present study is an attempt to study the perception of B.Ed. college lecturers about their principals managerial effectiveness.

Need and Importance of the study

B.Ed. college is the means of providing a series of learning experiences to student teachers in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society. Knowledge of relevant management theories, principles, concepts, techniques, skills and their application to college of education system is necessary for its effective and efficient functioning and

outputs. There is a great need to have a proper administration in our B.Ed. college set up which demands competent educational administrators. Competent and effective administrators are of vital importance to the success of every dynamic organization that has the ability to persuade others to accomplish the goals of the organization. The name and fame of an institution rest on the custody of good Principal or head of the institution. In some institutions there is rivalry between student groups while in others, they give only importance to academic affairs. In some other places, the attendance in regular class is not a must. In some institution, there is no co-operation among lecturers. All these are faced by the head of the institution. Some institutions are good, some institutions are better and some are not better. Hence the betterment of the institutions and its affairs depend to a great extent on the personnel and skills one possesses.

Objectives of the study

1. To find out the significant differences, if any, in the B.Ed. college lecturers perception about the different dimensions of Principals' managerial effectiveness due to variations in their gender (men/women).
2. To find out the significant differences, if any, in the B.Ed. college lecturers perception about the different dimensions of Principals' managerial effectiveness due to variations in their years of experience (8 years and below/ 8 years above).

Hypotheses of the study

1. There exists significant difference in the B.Ed. college lecturers perception about the different dimensions of their Principals' managerial effectiveness due to variations in their gender.
2. There exists significant difference in the B.Ed. college lecturers perception about the different dimensions of their Principals' managerial effectiveness due to variations in their years of experience.

Method 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.

2. 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.

3. 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.

4. 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.

5. 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 Discussion

1. Effect of 'Gender' of respondents on the Principals' Managerial Effectiveness as Perceived by the B.Ed. College Lecturers

Table-1 represents the mean and standard deviation scores of Principals' managerial effectiveness and 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.

From table-1, it is clear that the obtained t-values with respect to the managerial effectiveness dimensions- co-operation (4.46), initiative (5.48), interpersonal relationship (4.26), managing (4.13), determination (5.75), flexibility (2.70) and managerial effectiveness as a whole (3.10) were significant at 0.01 level; and for the dimensions, negotiation (1.99) and authority (2.19), significant at 0.05 level. It means, the men and women lecturers working in B.Ed. colleges significantly differed in their perception of their Principals' managerial effectiveness due to these dimensions. Hence, the formulated hypothesis '*there exists significant difference in the B.Ed. college lecturers perception about their Principals' managerial effectiveness due to variations in their gender*', is accepted with respect to the above said dimensions only. On the other hand, no significant differences were observed with respect to the managerial effectiveness dimensions- permissiveness (0.96), monitoring (1.22), conscientiousness (1.95), success orientation (1.81), openness (1.57), representativeness (1.86) and consideration (1.62), as the t-values with respect to these dimensions were not significant at 0.05 level. Hence, the above said hypothesis is rejected with respect to these dimensions.

Table 1: Mean and S.D Scores of Principals' Managerial Effectiveness- dimension wise and as a whole as Perceived by Men and Women B.Ed. College Lecturers and the Calculated t-values

Dimensions	Men (N=235)		Women (N=85)		Calculated t-values
	Mean	S.D	Mean	S.D	
Managerial Effectiveness					
Co-operation	13.54	3.51	15.76	4.96	4.46 **
Initiative	13.03	3.42	15.74	5.04	5.48 **
Interpersonal Relationship	13.06	4.12	15.47	5.35	4.26 **
Managing	12.60	3.77	14.84	5.45	4.13 **
Determination	12.75	3.74	15.76	5.08	5.75 **
Permissiveness	15.69	4.40	16.25	5.21	0.96 @
Negotiation	15.71	4.71	16.94	5.36	1.99 *
Monitoring	15.96	4.71	16.69	5.02	1.22 @
Conscientiousness	15.66	4.65	16.84	5.15	1.95 @
Success Orientation	16.15	4.81	17.28	5.31	1.81 @
Openness	15.92	4.73	16.88	5.11	1.57 @
Flexibility	14.80	4.30	16.34	5.04	2.70 **
Representativeness	15.31	4.77	16.46	5.27	1.86 @

Consideration	15.26	4.88	16.29	5.56	1.62 @
Authority	14.48	4.55	15.81	5.47	2.19 *
Managerial Effectiveness as a whole	219.90	55.11	243.36	71.05	3.10 **

Note: @ Not significant at 0.05 level; * Significant at 0.05 level; ** Significant at 0.01 level.

Further, the mean values for men and women indicate that women lecturers' perception about their Principals' managerial effectiveness in the dimensions- co-operation (15.47), initiative (15.74), interpersonal relationship (15.47), managing (14.84), determination (15.76), negotiation (16.94), flexibility (16.34), authority (15.81) and managerial effectiveness as a whole (243.36) were higher than their counterparts (13.54, 13.03, 13.06, 12.60, 12.75, 15.71, 14.80, 14.84 and 219.90 respectively).

The findings of Panda (1975) ^[1] on higher secondary Principals, Sundararajan (1993) ^[2] on school heads, Holder (1992) ^[3] on secondary school Principals, Pardue (2003) on school Principals and Eunice (2015) ^[5] secondary school Principals support the finding whereas, Srivastava (1999) ^[6], Usmani (1988) ^[8] and Myers (2013) ^[7] contradicted that because they perceived the men Principals to be more effective than their women counterparts.

In this study, from a comparison of mean values of perceptions of men and women lecturers on managerial effectiveness of their respective Principals, it is evident that women lecturers seem to have perceived their Principals more managerially effective in all dimensions of managerial effectiveness, and managerial effectiveness as a whole. In other words, perception of men lecturers of their Principals' managerial effectiveness seems to be less when compared to that of women lecturers.

Mostly, women serve as Principals in colleges where lecturers are exclusively of the female gender. In colleges of education where co education is the norm, in majority of the cases, men hold the post of Principal. Women lecturers have found their Principals managerially effective. As organizations become

fast-paced, globalized environments, a more feminine style of leadership is appreciated to emphasize the participative and open communication needed for success (Paustian-Underdahl, Walker and Woehr, 2014) ^[7]. They probably perceived their Principals to be more relations-oriented and nurturing than what men lecturers perceived of their Principals. In the present study, women lecturers came out ahead on perceptions of effectiveness of their Principals.

From the above discussion, it can be concluded that, men and women lecturers working in B.Ed. colleges significantly differed in their perception about their Principals' managerial effectiveness with respect to the dimensions- co-operation, initiative, interpersonal relationship, managing, determination, negotiation, flexibility, authority and managerial effectiveness as a whole. The trend of mean values indicates that women lecturers perceived better about their Principals' managerial effectiveness than their male counterparts. On the other hand, the variable 'gender' did not have a significant bearing on permissiveness, monitoring, conscientiousness, success orientation, openness, representativeness and consideration.

2. Effect of 'Years of experience' of respondents on the Principals' Managerial Effectiveness as Perceived by the B.Ed. College Lecturers

Table-2 shows the mean and standard deviation scores of Principals' managerial effectiveness and effective functioning of the colleges- dimension wise and as a whole, as perceived by the B.Ed. college lecturers with 8 years and below experience, and above 8 years experience along with the calculated t-values.

Table 2: Mean and S.D Scores of Principals' Managerial Effectiveness - dimension wise and as a whole as Perceived by the B.Ed. College Lecturers having 8 years and below, and above 8 Years' experience and the Calculated t-values

Dimensions	8 years and below (N=209)		Above 8 years (N=111)		Calculated t-values
	Mean	S.D	Mean	S.D	
Managerial Effectiveness					
Co-operation	13.31	3.61	15.68	4.41	5.16 **
Initiative	12.84	3.48	15.47	4.58	5.75 **
Interpersonal Relationship	12.64	3.96	15.69	5.04	5.96 **
Managing	12.22	3.84	15.02	4.77	5.68 **
Determination	12.51	3.66	15.52	4.83	6.26 **
Permissiveness	15.12	4.71	17.17	4.17	3.85 **
Negotiation	15.32	4.80	17.40	4.86	3.68 **
Monitoring	15.59	4.75	17.22	4.71	2.93 **
Conscientiousness	15.23	4.76	17.36	4.62	3.85 **
Success Orientation	15.69	4.98	17.89	4.62	3.86 **
Openness	15.54	4.90	17.37	4.58	3.26 **
Flexibility	14.40	4.27	16.73	4.70	4.48 **
Representativeness	14.92	4.86	16.92	4.80	3.52 **
Consideration	14.84	4.94	16.84	5.11	3.41 **
Authority	14.02	4.66	16.36	4.81	4.23 **
Managerial Effectiveness as a whole	214.18	56.30	248.63	62.07	5.03 **

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

Table-2 clearly shows that the obtained t-values for the dimensions- co-operation (5.16), initiative (5.75), interpersonal relationship (5.96), managing (5.68), determination (6.26), permissiveness (3.85), negotiation (3.68), monitoring (2.93), conscientiousness (3.85), success orientation (3.86), openness (3.26), flexibility (4.48), representativeness (3.52), consideration (3.41), authority (4.23) and managerial effectiveness as a whole (5.03) are significant at 0.01 level. Hence, the formulated hypothesis 'there exists significant difference in the B.Ed. college lecturers perception about their Principals' managerial effectiveness due to variations in their years of experience', is accepted. This implies that the variations in the B.Ed. college lecturers' experience significantly differ in their perception about their Principals' managerial effectiveness in the above said dimensions. Further, the mean values also indicate that the lecturers having above 8 years experience are slightly higher than the lecturers having 8 years and below experience with respect to the managerial effectiveness dimensions- co-operation (15.68 and 13.31), initiative (15.47 and 12.84), interpersonal relationship (15.69 and 12.64), managing (15.02 and 12.22), determination (15.52 and 12.51), permissiveness (17.17 and 15.12), negotiation (17.40 and 15.32), monitoring (17.22 and 15.59), conscientiousness (17.36 and 15.23), success orientation (17.89 and 15.69), openness (17.37 and 15.54), flexibility (16.73 and 14.40), representativeness (16.92 and 14.92), consideration (16.84 and 14.84), authority (16.36 and 14.02) and managerial effectiveness as a whole (248.63 and 214.18).

Hang (2015) ^[10] reported that longer work experience teachers perceived higher significant leadership capacities than shorter work experience teachers. Similar observations were made by Chopra (2002) on college Principals, Pardue (2003) ^[4] on school Principals, Lott (1998) and Tin Tin Mar (2015) ^[12] on middle school Principals and Khan (1975) on university administrators. The above result was rejected by the studies of Shams (2007) ^[13] on high school heads, Singh (1978) on school headmasters and Srivastava (1993) on school heads. In this study respondents who were well experienced were also found to be well trained and highly reliable. They were self-directed. Their Principals motivated them and trusted them to make appropriate decisions. The experienced teachers found their Principals not only considerate but also helpful. Principals used strategies flexibly and give appropriate reasonable lawful orders. They were open, conscientious, monitor staff work, collaborate with faculty, set challenging goals, gave required guidance, created a positive culture in work environment, and represented the needs and interests of the staff to the management, as and when need arose. The experienced lecturers were in a position to appreciate the difficulties in running of a college and always supported the Principal in all day-to-day activities. As their Principals excelled in all dimensions of Managerial effectiveness, the experienced teachers perceived them to be managerially effective.

From the above, it can be summed up that, the variable 'years of experience' has significant influence on the perception of B.Ed. college lecturers about their Principals' managerial effectiveness with respect to the 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. The mean values also indicate that, lecturers having more than 8 years of experience perceived better about their Principals' managerial effectiveness than their counterparts with 8 years and below experience.

Findings of the study

1. Men and women lecturers working in B.Ed. colleges significantly differed in their perception about their Principals' managerial effectiveness with respect to the dimensions- co-operation, initiative, interpersonal relationship, managing, determination, negotiation, flexibility, authority and managerial effectiveness as a whole. The trend of mean values indicates that women lecturers perceived better about their Principals' managerial effectiveness than their male counterparts. On the other hand, the variable 'gender' did not have a significant bearing on permissiveness, monitoring, conscientiousness, success orientation, openness, representativeness and consideration.
2. The variable 'years of experience' has significant influence on the perception of B.Ed. college lecturers about their Principals' managerial effectiveness with respect to the 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. The mean values also indicate that lecturers having more than 8 years of experience perceived better about their Principals' managerial effectiveness than their counterparts with 8 years and below experience.

Educational implications of the study

1. High quality and good standards of teaching and learning, transformational leadership, effective staff development, appropriate co-ordination, collaborative planning and involvement of staff in decision-making are considered to be important conditions for effective management of colleges.
2. Decision-making, supervision, organization, and creating the enabling environment are all considered to be skills required in Principal for effective functioning of colleges.
3. The best way to enhance perception of managerial effectiveness of Principals is to improve the working environment prevailing in the colleges through appropriate interventions. This includes timely payment of salaries to the lecturers as per the norms of the NCTE/ State Govt. norms, involving the faculty in decision-making activities of the college, taking into consideration the opinions of the lecturer in the matters relating to the college, providing proper infrastructure facilities like well-stocked library, staff rooms, sanitation facility, teaching aids etc., providing conducive conditions for the lecturers to have healthy interpersonal relationships, openness and flexibility with regard to their functioning in the college.

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