



An insightful study on the symbiotic relationship between managerial effectiveness of principals and effective functioning of the B.Ed. colleges

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Abstract

The main theme of teacher education is to equip the trainee teachers with a series of learning experiences that enable them to imbibe values, attitudes, knowledge and skills which in the end enables them to perform their role effectively as the productive members of the society. B.Ed. colleges play a vital role in providing training to the secondary school teachers for their professionalization. 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' managerial effectiveness and effective functioning of their colleges plays a major role in determining the success of the Principals. Adequate number of research studies has been made both on the Principals' managerial effectiveness and effective functioning of educational organizations at primary, secondary, higher secondary, college and university levels. These researches throw an adequate light and provide us with valuable insights for conducting the appropriate investigations for better understanding of the theme of the present study. The investigator has developed the two rating scales i.e. Managerial Effective Rating Scale and Effective Functioning Rating Scale for assessing the Principals' managerial effectiveness and effective functioning of the colleges as perceived by their B.Ed. college lecturers working in Rayalaseema Region of Andhra Pradesh State. For the analysis of data, Karl Pearson Product-moment coefficient of correlation has been used by the investigators in the present study. The results of the study concluded that higher the managerial effectiveness of the Principals, better was the effective functioning of the colleges as perceived by the B.Ed. college lecturers.

Keywords: managerial effectiveness, effective functioning, principal, B.Ed. college

Introduction

Educational Administration which happens to be an art can be acquired through a lot of experience and administrator should not only possess the qualities but also the capabilities according to the norms that and university usually lays. Apart from that, the administrator should be bold, courageous and hardworking and must equip himself with all the talent that is needed to face any kind of situation. In order to be successful, he should be a leader in the true sense of the term. In the present-day, where people are conscious of their privileges and rights, only a scientific type of administration can provide answers to the formidable challenges that are looming large in the field of education. By scientific we mean that the administration be based on sound scientific principles. The administrator should free himself from his prejudices and personal whims and fancies and must be objective in his views and with regard to his dealings as an administrator.

Effectiveness of executives is highly imperative for the success of an organization in the contemporary business arena. Organizations need effective and competent managers to be able to reach their objectives efficiently and effectively. In fact, executives employ their competencies to play crucial role

in the enhancement of the economic value of the raw materials in the development and execution of organizational operations and effectiveness of the implemented strategies. Organizations need skilled and effective executives to facilitate corporate success in the long run. Moreover, managerial effectiveness is a key component, which enables effectual operation and delivery of complex initiatives. In the words, executives are expected to get the right things done in a right way and, to put it briefly means that executives are expected to be effective.

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 Principals Managerial Effectiveness and Effective Functioning of the B.Ed. Colleges are an asset to the educational system

Samantray (2002) ^[1] made a study to understand the effect of type of institutions, instructional management behavior of Principal and school organizational climate on teachers' professional responsibilities. For the sake of sample for this study, 500 teachers working in 47 schools in five districts were selected. Multiple co-relation and three-way ANOVA were used to analyse the data. It was observed that there was a significant positive correlation among the three variables namely that Principal's instructional management behaviour, school organizational climate and the teachers' professional responsibilities.

Shams (2007) ^[2] made a comparative study of the leadership effectiveness of the Principals in India and Iran in his academic work. 600 teachers, through two-stage stratified random sampling technique were selected from 120 high schools from Isfahan city in Iran and Mysore city in India. Equal representation to both the government and the private schools was given; wider selection of the schools and teachers were made. It was observed in the findings that significant difference existed between the two countries in relation to all the six dimensions of leadership effectiveness. In both the countries, it was observed that the professional experience did not have considerable influence on teachers' perception about leadership effectiveness of the Principals. However, the teacher's perception about the leadership effectiveness of the Principals was to a great extent influenced by the educational qualifications and it was the case not only in India but also in Iran.

Mukherjee (2013) ^[3] carried out a study on the managerial skills of school Principals and performance of schools. The aim of this study was to explore if there existed any significant relationship between a school Principal's managerial effectiveness and the performance of the school. 527 respondents consisting of heads of the departments, vice-principals and school teachers from government and private schools in Ghazibad and the Mathura district Uttar Pradesh were selected for the sake of this study. Tests of significance and regression analyses were used for analyzing the data. It was revealed in the study that there existed a strong relationship between the managerial effectiveness of its Principal and the performance of a school and the perception about a school's performance was primarily understood from the academic results of class XII and class X. Supervisory skills followed by communication skills and later by cognitive skills primarily drive the Principal's managerial effectiveness. Some of the key sub-parameters within these areas were: carrying out appropriate performance appraisal of staff members, appropriate delegation of work and responsibilities, getting involvement of staff members in decision-making for issues pertaining to the college and the ability to give clear instructions and information.

Kumardas (2009) ^[4] conducted a study on managerial skills of the Principals of colleges of education in Kerala as perceived by the teacher educators in relation to benevolent autocracy, coercive autocracy, consultative leadership, and Laissez-Faire approach. It also tried to find out the level of reinforcement of interest and motives, organizational control, organizational

climate and personal influence of the Principals of colleges of education as perceived by teacher educators. It was revealed in the findings that there existed a significant difference in managerial skills-coercive autocracy of the Principals of colleges of education as perceived by rural and urban college teachers in the colleges of education in Kerala. It was also found that there was no significant difference in managerial skills-consultative leadership of Principals of colleges of education as perceived by teacher educators in Kerala State with reference to locality, gender, subject handling, salary, age, publications and extracurricular activities. Similarly, there existed no significant difference in managerial skills-Laissez Faire of Principals of colleges of education as perceived by the teacher educators in the colleges of education in Kerala State with reference to locality, nature of institution, gender, qualification, subject handling, age, publications, salary and extracurricular activities.

Issacs (2003) ^[5] explored the relationships among the leadership practices, dimensions of resilience and individual demographics of high school Principals towards strengthening of the leadership abilities of the Principals. Survey method was employed by the study. 340 teachers, 136 assistant Principals and 68 high school Principals from the six school districts in the state of Florida were selected and were surveyed. On the dimensions of resilience, demographics and leadership practice of these Principals, data was collected by the investigator using three online questionnaires. Three statistical methods namely, t-test, Pearson product moment correlation, and analysis of variance (ANOVA) were used for the analysis of the data collected. It was concluded in the study that the high school Principals who had a higher percentage of resilience dimensions of the focused, flexible thoughts, organized in proactive were better able to the employ the leadership practices of challenging the process, enabled others to act, inspired a shared vision modeled the way and increase the art to become more effective high school Principals.

Research Studies that focus on managerial effectiveness and effective functioning of the educational administrators are sporadic in nature in Indian context and such studies are warranted. The present study is an insightful study on the symbiotic relationship between managerial effectiveness of principals and effective functioning of the B.Ed. colleges.

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 relationship between B.Ed. college lecturers perception about their Principals' managerial effectiveness and effective functioning of their colleges.
2. To study how far and to what extent, the independent variables of B.Ed. college lecturers influence the dependent variable (perception of B.Ed. college lecturers about their Principals' managerial effectiveness).
3. To study how far and to what extent, the independent variables of B.Ed. college lecturers influence the dependent variable (perception of B.Ed. college lecturers about their Principals' contribution to effective functioning of the colleges).

Hypothesis of the study

- There is a positive significant correlation between the Principals' managerial effectiveness and Principals' contribution to effective functioning of the colleges as perceived by their B.Ed. college lecturers.

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.

2. Tools used in the study

For the purpose of the study, the researcher has developed the two rating scales i.e. Managerial Effectiveness Rating Scale and Effective Functioning Rating Scale to assess the correlation between the Principals Managerial Effectiveness and Effective Functioning of the colleges as perceived by their B.Ed. college lecturers.

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. Further, 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 tools.

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 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 scales were administered to the B.Ed. college lecturers to know their Principals' managerial effectiveness and 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 Karl Pearson Product-moment coefficient of correlation and step-wise multiple regression analysis.

Results and Discussion

1. Correlation between principals' managerial effectiveness and effective functioning of the colleges as perceived by the B.Ed. college lecturers

Table-1 shows the relationship that exists between the Principals' managerial effectiveness (ME) and effective functioning (EF) of the colleges- dimension wise and as a whole, as perceived by the B.Ed. college lecturers.

Table 1: Correlation between Principals' Managerial Effectiveness and Effective Functioning of the Colleges- dimension wise and as a whole as Perceived by the B.Ed. College Lecturers

ME \ EF	EF1	EF2	EF3	EF4	EF5	EF6	EFW
ME1	0.547 **	0.540 **	0.569 **	0.571 **	0.551 **	0.539 **	0.584 **
ME2	0.408 **	0.415 **	0.479 **	0.460 **	0.473 **	0.435 **	0.469 **
ME3	0.465 **	0.502 **	0.535 **	0.527 **	0.528 **	0.490 **	0.536 **
ME4	0.479 **	0.502 **	0.531 **	0.537 **	0.552 **	0.498 **	0.545 **
ME5	0.419 **	0.442 **	0.496 **	0.468 **	0.486 **	0.459 **	0.487 **
ME6	0.560 **	0.543 **	0.524 **	0.541 **	0.572 **	0.536 **	0.577 **
ME7	0.659 **	0.637 **	0.626 **	0.641 **	0.650 **	0.614 **	0.674 **
ME8	0.616 **	0.573 **	0.561 **	0.597 **	0.614 **	0.571 **	0.630 **
ME9	0.662 **	0.626 **	0.617 **	0.637 **	0.652 **	0.600 **	0.668 **
ME10	0.622 **	0.608 **	0.615 **	0.616 **	0.641 **	0.606 **	0.653 **
ME11	0.637 **	0.611 **	0.603 **	0.604 **	0.622 **	0.602 **	0.648 **
ME12	0.535 **	0.510 **	0.548 **	0.567 **	0.575 **	0.506 **	0.570 **
ME13	0.616 **	0.585 **	0.570 **	0.599 **	0.620 **	0.577 **	0.629 **
ME14	0.620 **	0.594 **	0.564 **	0.602 **	0.623 **	0.587 **	0.632 **
ME15	0.606 **	0.562 **	0.566 **	0.577 **	0.610 **	0.569 **	0.615 **
MEW	0.658 **	0.638 **	0.648 **	0.660 **	0.678 **	0.633 **	0.689 **

Note: ** Significant at 0.01 level.

From table-1, it is evinced that the managerial effectiveness dimensions- co-operation (ME1), initiative (ME2), interpersonal relationship (ME3), managing (ME4), determination (ME5), permissiveness (ME6), negotiation (ME7), monitoring (ME8), conscientiousness (ME9), success orientation (ME10), openness (ME11), flexibility (ME12), representativeness (ME13), consideration (ME14), authority (ME15) and managerial effectiveness as a whole (MEW) had significant and strong positive relationship with EF1 i.e. expectations (0.547, 0.408, 0.465, 0.479, 0.419, 0.560, 0.659, 0.616, 0.662, 0.622, 0.637, 0.535, 0.616, 0.620, 0.606 and 0.658), EF2 i.e. shared vision and goals (0.540, 0.415, 0.502, 0.502, 0.442, 0.543, 0.637, 0.573, 0.626, 0.608, 0.611, 0.510, 0.585, 0.594, 0.562 and 0.638), EF3 i.e. professional leadership (0.569, 0.479, 0.535, 0.531, 0.496, 0.524, 0.626, 0.561, 0.617, 0.615, 0.603, 0.548, 0.570, 0.564, 0.566 and 0.648), EF4 i.e. cohesion among staff (0.571, 0.460, 0.527, 0.537, 0.468, 0.541, 0.641, 0.597, 0.637, 0.616, 0.604, 0.567, 0.599, 0.602, 0.577 and 0.660), EF5 i.e. assessment and monitoring (0.551, 0.473, 0.528, 0.552, 0.486, 0.572, 0.650, 0.614, 0.652, 0.641, 0.622, 0.575, 0.620, 0.623, 0.610 and 0.678), EF6 i.e. curriculum quality (0.539, 0.435, 0.490, 0.498, 0.459, 0.536, 0.614, 0.571, 0.600, 0.606, 0.602, 0.506, 0.577, 0.587, 0.569 and 0.633) and EFW i.e. effective functioning as a whole (0.584, 0.469, 0.536, 0.545, 0.487, 0.577, 0.674, 0.630, 0.668, 0.653, 0.648, 0.570, 0.629, 0.632, 0.615 and 0.689) as the calculated r-values (mentioned in the brackets) are significant at 0.01 level.

It means, the higher the co-operation, initiative, interpersonal relationship, managing, determination, permissiveness, negotiation, monitoring, conscientiousness, success orientation, openness, flexibility, representativeness, consideration, authority of the Principals as perceived by their B.Ed. college lecturers, the higher will be the effective functioning of the colleges owing to expectations (EF1), shared vision and goals (EF2), professional leadership (EF3), cohesion among staff (EF4), assessment and monitoring (EF5), curriculum quality (EF6) effective functioning as a whole (EFW).

It can be understood from the table-1 that if the managerial effectiveness of the Principals is good, the effective functioning of the colleges will also be good. Hence, there is a strong positive correlation between the managerial effectiveness of the Principals and effective functioning of the colleges. If Principals in the colleges are co-operative and maintain good interpersonal relationships with the staff members and take appreciative initiatives in all matters pertaining to the college, a conducive work environment is created. Principals are said to manage the affairs of the college well, if they are determined but permissive. Their success-oriented, negotiating and monitoring skills, open, flexible and nature help create strong culture and to meet the goals and objectives of the college. Strong cultures provide the tight links within effective colleges that permit managerially effective Principals to influence and shape the instructional program and general operation of colleges while simultaneously providing much autonomy for individual faculty within the institution. Thus, higher managerial effectiveness is said to result in greater effectiveness in functioning of college, as perceived by the respondents. This result is supported by the findings of Samantray (2002) ^[1] on Principals, Shams (2007) ^[2] on high school heads, Mukherjee (2013) ^[3] on managerial skills of Principals, Kumardas (2009) ^[4] on administrative effectiveness, Isaacs (2003) on school effectiveness and Kabera (2006) on teacher education.

2. Prediction of Independent Variables (gender, age group, community, ...) to the Dependent Variable (Principals' Managerial Effectiveness) as Perceived by the B.Ed. College Lecturers

The percentage wise contribution of the independent variables (gender, age group, community, educational qualification, years of experience, salary per month, management of college and type of college) to the dependent variable (managerial effectiveness of the Principals- dimension wise and as a whole) as perceived by the B.Ed. college lecturers are presented in table-2 along with the β co-efficient.

Table 2: Prediction of independent variables to principals' managerial effectiveness- dimension wise and as a whole as perceived by the B.Ed. college lecturers

Dependent Variables	Independent Variables	Beta Coefficient (β)	Individual contribution of Variance (R^2)	% wise contribution of Variable (R^2)
Co-operation	Management of College	-0.658	0.447	44.7
	Years of Experience	0.156	0.043	4.3
	Type of the College	-0.084	0.022	2.2
	Educational Qualification	-0.110	0.029	2.9
Initiative	Management of College	-0.622	0.424	42.4
	Years of Experience	0.124	0.038	3.8
	Type of College	-0.094	0.025	2.5
Interpersonal Relationship	Management of College	-0.544	0.338	33.8
	Years of Experience	0.122	0.039	3.8
	Salary per Month	0.113	0.042	4.2
Managing	Management of College	-0.634	0.439	43.9
	Years of Experience	0.117	0.036	3.6
	Type of College	-0.099	0.028	2.8
Determination	Management of College	-0.575	0.384	38.4
	Type of College	-0.184	0.065	6.5
	Years of Experience	0.154	0.051	5.1
Permissiveness	Management of College	-0.412	0.17	1.7
Negotiation	Management of College	-0.390	0.161	16.1
	Type of College	-0.169	0.040	4.0
	Gender	-0.129	0.007	0.7
	Age Group	0.112	0.018	1.8
Monitoring	Management of College	-0.439	0.185	18.5
	Age Group	0.188	0.039	3.9
	Educational Qualification	-0.120	0.017	1.7
Conscientiousness	Management of College	-0.435	0.189	18.9
Success Orientation	Management of College	-0.330	0.128	12.8
	Age Group	0.173	0.039	3.9
	Type of College	-0.113	0.023	2.3
Openness	Management of College Age Group	-0.397	0.160	16.0
	Group	0.185	0.035	3.5
	Type of College	-0.108	0.022	2.2
	Educational Qualification	-0.126	0.016	1.6
Flexibility	Management of College	-0.401	0.187	18.7
	Years of Experience	0.121	0.030	3.0
	Type of College	-0.114	0.026	2.6
Representativeness	Management of College	-0.359	0.146	14.6
	Age Group	0.114	0.019	1.9
	Type of College	-0.107	0.022	2.2
Consideration	Management of College	-0.364	0.154	15.4
	Age Group	0.146	0.030	3.0
	Type of College	-0.126	0.028	2.8
Authority	Management of College	-0.444	0.221	22.1
	Type of College	-0.133	0.034	3.4
	Age Group	0.106	0.018	1.8
Managerial Effectiveness as a whole	Management of College	-0.522	0.301	30.1
	Age Group	0.128	0.027	2.7
	Type of College	-0.126	0.033	3.3

Table-2 shows that the independent variables- management of college, years of experience, type of the college and educational qualification are only the four variables that are accounting for the co-operation dimension with 44.7%, 4.3%, 2.2% and 2.9% of variance respectively.

With respect to the dimension initiative, the independent variables 'management of college' significantly predicts with 42.4% of variance followed by 'years of experience' with 3.8% of variance and 'type of college' with 2.5% of variance. In case of interpersonal relationship dimension, out of eight independent variables, only three variables i.e. 'management of college' with 33.8% of variance, 'years of experience' with

3.9% of variance and 'salary per month' with 4.2% of variance, are accounting for the interpersonal relationship. With regard to the dimension managing, the independent variables 'management of college', 'years of experience' and 'type of the college' significantly predicted with 43.9%, 3.6% and 2.8% of variance respectively. Similarly, the independent variables 'management of college' contributed 38.4% of variance followed by the variable 'type of college' with 6.5% of variance and the variable 'years of experience' with 5.1% of variance to the determination dimension.

The independent variable 'management of college' contributed with 17% of variance to the permissiveness

dimension; the independent variables ‘management of college’ has contributed 16.1% of variance followed by the variable ‘type of college’ with 4% of variance, the variable ‘gender’ with 0.7% of variance and the variable ‘age group’ with 1.8% of variance to the negotiation dimension; the independent variables ‘management of college’ contributed 18.5% of variance followed by the variable ‘age group’ with 3.9% of variance and the variable ‘educational qualification’ with 1.7% of variance to the monitoring dimension; the independent variable ‘management of college’ has contributed with 16% of variance to the conscientiousness dimension. The independent variables ‘management of college’ has contributed with 12.8% of variance followed by the variable ‘age group’ with 3.9% of variance and the variable ‘type of college’ with 2.3% of variance to the success orientation dimension; the independent variables ‘management of college’ has contributed with 16% of variance followed by the variable ‘age group’ with 3.5%, of variance, the variable ‘type of college’ with 2.2% of variance and the variable ‘educational qualification’ with 1.6% of variance to the openness dimension; the independent variables ‘management of college’ has contributed with 18.7% of variance, followed by the variable ‘years of experience’ with 3% of variance and the variable ‘type of college’ with 2.6% of variance to the flexibility dimension of managerial effectiveness of Principals as perceived by the B.Ed. college lecturers. Table-28 shows that the independent variables- management of college, age group and type of college are the three variables that account for the dimensions representativeness (14.6%, 1.9% and 2.2% of variance respectively), consideration (15.4%, 3% and 2.8% of variance respectively), authority (22.1%, 1.8% and 3.4% of variance respectively)

and managerial effectiveness as a whole (30.1%, 2.7% and 3.3% of variance respectively) as perceived by the B.Ed. college lecturers about their Principals’ managerial effectiveness.

From the above findings, it is concluded that the variable ‘management of college’ has contributed significantly to the managerial effectiveness dimensions- co-operation, initiative, interpersonal relationship, managing, determination, permissiveness, negotiation, monitoring, conscientiousness, success orientation, openness, flexibility, representativeness, consideration, authority and as a whole as perceived by the B.Ed. college lecturers about their Principals’ managerial effectiveness. In other words, 36.1% of the variance in the dependent variables i.e. managerial effectiveness as a whole is explained by the independent variables ‘management of college’, ‘age group’ and ‘type of college’. The rest of the variance (about 63.9%) may be attributed to the variables not included in the prediction.

3. Prediction of Independent Variables (gender, age group, community, ...) to the Dependent Variable (Principals’ Contribution to Effective Functioning of the Colleges) as Perceived by the B.Ed. College Lecturers

The percentage wise contribution of the independent variables (gender, age group, community, educational qualification, years of experience, salary per month, management of college and type of college) to the dependent variable (effective functioning of the colleges- dimension wise and as a whole) as perceived by the B.Ed. college lecturers is presented in table-3 along with the β co-efficient.

Table 3: Prediction of independent variables to principals’ contribution to effective functioning of the colleges- dimension wise and as a whole as perceived by the B.Ed. college lecturers

Dependent Variables	Independent Variables	Beta Coefficient (β)	Individual contribution of Variance (R^2)	% wise contribution of Variable (R^2)
Expectations	Management of college	-0.477	0.227	22.7
Shared Vision and Goals	Management of college	-0.484	0.228	22.8
	Age group	0.214	0.051	5.1
	Educational qualification	-0.117	0.021	2.1
Professional Leadership	Management of college	-0.515	0.276	27.6
	Age group	0.129	0.027	2.7
Cohesion among Staff	Management of college	-0.497	0.259	25.9
	Age group	0.141	0.030	3.0
	Type of the college	-0.133	0.031	3.1
	Gender	-0.111	0.011	1.1
Assessment and Monitoring	Management of college	-0.501	0.263	26.3
	Age group	0.146	0.033	3.3
Curriculum Quality	Management of college	-0.454	0.218	21.8
	Age group	0.169	0.041	4.1
Effective Functioning as a whole	Management of college	-0.505	0.267	26.7
	Age group	0.148	0.034	3.4

Table-3 shows that the independent variables, ‘management of college’ and ‘age group’ were the two variables that are accounting for the dimensions assessment and monitoring (26.3%, and 3.3% of variance respectively), curriculum quality (21.8%, and 4.1% of variance respectively) and effective functioning as a whole (26.7%, and 3.4% of variance

respectively) as perceived by the B.Ed. college lecturers about their Principals’ contribution to effective functioning of the colleges.

From the above findings, it is concluded that the variable ‘management of college’ has contributed significantly to the effective functioning dimensions- expectations, shared vision

and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and as a whole as perceived by the B.Ed. college lecturers about their Principals' contribution to effective functioning of the colleges. In other words, 30.1% of the variance in the dependent variable i.e. effective functioning as a whole is explained by the independent variables 'management of college' and 'age group'. The rest of the variance (about 69.9%) may be attributed to the variables not included in the prediction.

Findings of the study

1. Perceptions of B.Ed. college lecturers about their Principals' managerial effectiveness in terms of dimensions-co-operation, initiative, interpersonal relationship, managing, determination, permissiveness, negotiation, monitoring, conscientiousness, success orientation, openness, flexibility, representativeness, consideration, authority and as a whole were positively correlated with the dimensions of effective functioning of the colleges-expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and effective functioning as a whole. Overall, it can be said that, higher the managerial effectiveness of the Principals, better was the effective functioning of the colleges as perceived by the B.Ed. college lecturers.
2. As perceived by the B.Ed. college lecturers, the variable 'management of college' contributed significantly to the managerial effectiveness dimensions-co-operation, initiative, interpersonal relationship, managing, determination, permissiveness, negotiation, monitoring, conscientiousness, success orientation, openness, flexibility, representativeness, consideration, authority and as a whole. In other words, 36.1% of the variance in the dependent variable i.e. managerial effectiveness as a whole was explained by the independent variables 'management of college', 'age group' and 'type of college'. The rest of the variance (about 63.9%) may be attributed to the variables not included in the prediction.
3. As perceived by the B.Ed. college lecturers, the variable 'management of college' contributed significantly to effective functioning of colleges dimensions-expectations, shared vision and goals, professional leadership, cohesion among staff, assessment and monitoring, curriculum quality and as a whole in terms of Principals' contribution.. In other words 30.1% of the variance in the dependent variable i.e. effective functioning as a whole was explained by the independent variables 'management of college' and 'age group'. The rest of the variance (about 69.9%) may be attributed to the variables not included in the prediction.

Educational implications of the study

The correlation studies revealed that, there was a significant positive correlation between Principals' managerial effectiveness and effective functioning of the colleges as perceived by the B.Ed. college lecturers. 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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