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## PERCEPTION OF B.Ed. COLLEGE LECTURERS ABOUT THEIR PRINCIPALS MANAGERIAL EFFECTIVENESS AND EFFECTIVE FUNCTIONING OF THEIR COLLEGES OF EDUCATION

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### Abstract

*Education in its holistic approach serves many purposes. It enables a person to stretch his potentialities for welfare of self, family and society. Education enthuses the individual with responsibility of developing and sustaining a just socio-economic system, conserving and transmitting human heritage, moreover adopting a sensible and sensitive approach towards utilization of resources. These aspirations can't be accomplished in absence of proficient educational system, especially a professionally competent lecturer. Student lecturers enter the initial B.Ed. lecturers training programme with already established beliefs and value system. Their perception of lecturer and teaching profession can play a significant role in developing competencies to be an adept lecturer. This paper is an effort to get a glimpse of student lecturers' preferred competencies.*

### INTRODUCTION

Teaching effective management is a result of persistent efforts in multiple dimensions be it the formulation of strategies or the smooth functioning of day-to-day activities. The complexity in management partially arises due to how organizations juggle between the efforts that focus on long-term objectives and handling daily nitty-gritty. In order to ensure effective functioning of organizations, it becomes extremely important for organizations to invest time and effort in developing managerial competencies. A structured effort in this direction would not only lead to formulating successful organizational strategies but would also ensure proper execution of day to day operations. The program on Enhancing Managerial Effectiveness is designed to help participants develop managerial competencies that help them operate on information, people and action plane. It would provide participants with an ample opportunity for self-reflection and making systematic effort towards skill development.

A paramount factor in the B.Ed. teaching learning system is the lecturer. A sound educational system can flourish if two conditions are successfully met. First is the constant updating and refinement in knowledge and skill of serving lecturers and second one is equipping student lecturers (lecturer trainees) with befitting competencies and positive attitude towards profession. Competencies are specific and demonstrable characteristics or attributes inevitable for teaching professionals to create a convincing and learner friendly environment. Competencies being concerned with three domains of learner's behavior are imperative for lecturer to bear prime responsibilities. Besides disseminating knowledge, lecturer helps students:

- a) to develop rationale and scientific temperament.
- b) to foresee advancements in all spheres of life and its impact on the society.
- c) to help students in conserving and transmitting values nurtured by the society.

Who is a competent lecturer? Mere possession of knowledge and certified qualification gives no assurance to meet the aforesaid objectives. For this, it is obligatory for a lecturer to have appropriate comprehension of human nature, its needs, and developmental principles in light of urbanization, technology advancements and industrialization locally as well as globally. Due to vast extension in roles and responsibilities, a lecturer has to display high order of professionalism inside and outside the classroom. It is

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impossible for a lecturer to possess all competencies in perfect amalgam though training and experience lead lecturer towards proficiency.

A competent lecturer is temperamentally warm and cordial. She/he has clear vision of the set objectives. She/he executes meticulously whatever is planned. Teaching/College management of affairs is done effectively by her/his inside and outside the classroom. Her/his skill of presentation of subject matter is able to seek attention of students. She/he is capable of motivating the back benchers. Prior research findings related to perception of teaching competencies it is established beyond doubt that there lies a strong relationship between lecturer competence and effective teaching. Teaching competence also bears the marks of perception, value and beliefs that the individual carries when she enters lecturer training programme. This view is supported by international scholars in teaching and managerial skills (Hirst, 1990; Koetsier, Wubbles and Korthagen, 1997). While echoing similar views, Joram & Gabrielle (1998), Anderseon, Bluemenfield, Pintrich, Clark, Marx and Peterson (1995) and Wubbles (1992), motivating the back benchers. Prior research findings related to perception of teaching competencies it is established beyond doubt that there lies a strong relationship between lecturer competence and effective teaching. Teaching competence also bears the marks of perception, value and beliefs that the individual carries when she enters lecturer training programme. This view is supported by international scholars in teaching and managerial skills (Hirst, 1990 and Koetsier, Wubbles and Korthagen, 1997). While echoing similar views, Joram and Gabrielle (1998); Anderseon, Bluemenfield, Pintrich, Clark, Marx and Peterson (1995); Wubbles (1992) and Zeichner & Gore (1990) stated that most student lecturers enter programme with already established set of beliefs. Bodycott, Walker and Lee (2001) advocated similar views by stating that earlier formed beliefs and principles are part and parcel of student lecturers' personality. Perceptions and expectations of profession form the beliefs, Richardson (1996) highlighted that beliefs are formed due to accumulation of prior experiences in home and at school. Kagan (1992) reiterated that students always bear in memory their days as students and impressions of good lecturers. Centre for Promoting Ideas, USA [www.aijcnrnet.com](http://www.aijcnrnet.com) 78 Powell (1992) and Hollingsworth (1989) in their studies revealed that in the perception of pre-service lecturers content, knowledge and ability to communicate form the foundation of good teaching. Wade and Moor (1992) stated that lecturers need knowledge of pedagogy and training to develop themselves as adept lecturers confident of their own ability and with a faith on the potential of the students. Pajares (1992) believed that attitudes, expectations, perceptions of student lecturers during training period must be taken into account by lecturer educators. This can extend help in inculcating values and desirable competencies among student lecturers.

## OBJECTIVES OF THE STUDY

B.Ed. Teaching is a challenging activity with vast operational area. It relies on clearly defined set of competencies possessed by professionals working in this field. Initial lecturer training programme stresses on developing these competencies to bring quality in education sector. Perception plays a pivotal role in attainment and practice of competencies in professional field. The present study focuses on perception of student lecturers of the essential competencies they want to see in a lecturer. The objectives of the study were: a) To find out the perception of student lecturers of the essential competencies in teaching b) To identify the competencies ranked high by student lecturers c) To find out the least preferred competencies perceived by lecturer students d) To bring to light some significant competencies ranked low by student lecturers

## THEORETICAL FRAMEWORK

A 2007 report commissioned by the Australian government titled 2020 Vision, The College Manager of the 21<sup>st</sup> Century, suggested that Australian managers of 2020 will need very different skills to today's B.Ed. students (The Boston Teaching Group 2007). The report identifies major changes in the teaching and college managerial environment up to 2020.



- There will be three very different generations in the workplace of colleges for the first time. The needs and aspirations of Generation X and Generation Y are likely to prove very different from those of the baby boomers, which have dominated the workplace for the last 20 years.
- The services of teaching is likely to globalize (possibly following the path of manufacturing during the 1980s), creating a major change task and a much more complex teaching and college management environment.
- A likely long-term structural teaching shortage will lead to much more flexible working teaching environments, more organized to suit employee needs and desires. Flexibility will become the key to attracting and retaining high caliber staff.
- The obsession with short-term teaching value, which dominated the last decade, will be replaced by a much broader perspective on the obligations of a college to a wider range of college administration.

These changes are likely to have a major impact on the skills and attribute that successful college administrators will require:

- College administrators will need to rethink their role in the years to 2020. They will be asked to balance a wider range of interests, under greater internal and external scrutiny. B.Ed. teachers will still be required to achieve good returns for students and colleges, but the results they achieve will also be assessed on the basis of how well they have met a wider range of student's needs .
- College administrators will need to become more team focused. The cult of the Principle, a worldwide phenomenon of the last decade, is likely to decline, with greater focus on the team rather than the individual teachers.
- College administrators will face greater challenges about the balance in their colleges. Dramatic increases in remuneration will give them greater choices than their predecessors. They will need to become much better at managing their personal skills, and will face more tensions and teaching-offs between work life and personal life of B.Ed. Lecturers. College administration will need to spend more time thinking about their personal choices and managing stress than any previous generation.

College Management is a practice of consciously and continually shaping organizations. All organizations have people who are responsible for helping them to achieve their goals in running colleges smoothly. These people are called College Managers. These managers, Principals, Board of Directors, and Lecturers – may be more obvious in some organizations than in others, but without effective management, organizations are likely to founder. B.Ed. College Management is the principle activity that makes a difference in how well organizations serve people affected by them (Harold Koontz., 2007).

Limerick and Cunningham in Australia (1987), McCall et al. in USA (1988), Cox and Cooper in UK (1989) identified a set of fundamental teaching and college managerial skills, which include: strategic thinking (seeing the big picture, visioning, helicopter view, setting and implementing agendas), analytical, problem solving, decision making, action orientation (getting things done), interpersonal and team skills, leadership, learning from failure (personal reflection), and personal attributes relating to maturity and temperament and personal awareness.

Government, industry, and education groups have also explored skill requirements for college administrators and managers and teaching graduates. In Rayalaseema, the B.Ed. colleges/ Higher Education Round Table reported concerns that administrators have insufficient breadth of knowledge and poor capacity to apply their knowledge in college administration decision making and problem solving (Commissioned Report No.2 issued. by the B.Ed. College/ Higher Education Roundtable, 1992).



With reference to this research, college leaders were asked to rate the importance of desired characteristics of newly graduated professionals. The key characteristics identified were: communication skills, capacity to learn new skills and procedures, capacity for cooperation and team work, capacity to make decisions and solve problems, ability to apply knowledge to the workforce, capacity to work with minimum supervision, Theoretical knowledge in professional field.

**A Case Study with Rayalaseema:** This study was carried out to examine the Relationship between Principals' Managerial Skills and Administrative Effectiveness in Colleges in the Rayalaseema region, Andhra Pradesh. The Lecturer adopted a correlation survey research design. Simple random sampling technique was used to select twenty (20) B.Ed. Colleges. In each of the college, 10 teachers were selected. On a whole, 200 teachers served as subjects for this study. A lecturer designed questionnaire titled: "Principal Managerial Skills Questionnaire" (PMSQ) was used to elicit relevant data for the study. To ascertain the validity of the instrument, content validity was adopted. Also, the reliability co-efficient of the instrument was obtained through test-re-test method and the co-efficient of 0.65 was obtained. Four research hypotheses were formulated to guide the study. Thus, Pearson Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 significance level. The findings revealed that there was significant relationship between principals' managerial skills and administrative effectiveness (Cal. R value = 0.246 > critical R-value = 0.148).

A conceptual framework of the principal's managerial skills and administrative effectiveness is illustrated below: INPUT OUTPUT Principal Managerial Skills, Communication skill's, Decision making skills, Disciplinary skills, Organizing skills and Administrative Effectiveness to improve teachers' productivity and students' performance.

## FINDINGS

Based on the findings and conclusion of the study, the following recommendations were made. Principals must endeavor to keep a high level of professional spirit and good moral standard of the B.Ed. colleges. Principals of B.Ed. Colleges should learn how to adopt their management styles to situations in order to sustain good working environment for teachers and other staff in their colleges. The principals should handle the responsibility of assigning all activities within the college and he is also expected to divide and group the work into individual job, and define the relationship between them. For example, they should make sure teachers attend classes regularly, they should ensure that teachers teach what is in the syllabus, moderate examination question and all the report and progress of the B.Ed. college should be taken care of praises, empowerment, good flow of communication in the college staff involvement in decision making as well as regular promotion to meritorious teachers. This is because they are components of motivational measure in colleges. Regular supervision of teachers by supervisors and their principals should be carried out in order to develop their skills both curricular and co-curricular. Management and College principals should be involved in seminars and workshops on issues of management in education in order to enhance their administrative effectiveness by acquiring new techniques (skills) for teacher's motivation and productivity.

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