

## PRINCIPALS' MANAGERIAL STYLES & THEIR EFFECT ON INSTITUTIONAL EFFECTIVENESS



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### INTRODUCTION

The role of principals of Inter Colleges is becoming more complex than it was before. Increasing social complexity, greater demands and higher expectations by people joining the colleges, and increasing assertion by different groups of teachers are creating both challenges and stresses for the principals. The principal of tomorrow needs to develop better understanding and insight of the social reality, and the institutional dynamics, simultaneously acquiring greater competence to manage himself, thereby reinforcing himself with the relevant skills for understanding and working with teachers.

**OBJECTIVES** • To identify the managerial style pattern of the principals working in Higher Secondary Schools. • To study the institutional effectiveness in relation to the managerial styles of the principals.

**HYPOTHESIS** • Institutional effectiveness do not affected significantly by the various managerial styles of the principals.

**METHODOLOGY** : In the study independent variable i.e. Managerial Style is inherent in the principals and the effect of independent variable on the dependent variables i.e. Institutional Effectiveness have been studied. Since the independent variable under study is not subject to direct manipulation and can manipulated through selection only, hence Ex-post Facto method of research was followed.

**SAMPLE SELECTION** :- In the study there were three types of populations

(i) Intermediate Colleges (ii) Principals (iii) Teachers  
Therefore 200 intermediate institutions and principals working there were selected by using random method of sample selection from the population of 311 intermediate colleges situated at Aligarh and Bulandshahar districts of U.P. A sample of 544 teachers was selected by using accidental method of sample selection, who were working in the institutions selected in the study. The distribution of the sampling units of principals and teachers are shown in the table given below.

**TOOLS** :- • For appraisal of managerial style of principals, Transactional style inventory - Managers

(TSI-M) (2002) prepared by Pareek was used. • For measurement of Institutional effectiveness the tests prepared Bhatnagar and Agrawal (1989), was used.

**PROCEDURE** :- Investigator personally made contact to principals and teachers of intermediate colleges which were included in sample. Necessary brief introduction and instructions were provided about the tests and requested to express their responses freely and frankly on the answer sheet supplied to them along with the test. The data collection work was completed in five Table-1. Distribution of the total respondent sample of principals and teachers of Intermediate colleges of two districts (Aligarh & Bulandshahar)

District	Aligarh	Bulandshahar	Total
Sample units			
Principals	117	83	200
Teachers	330	214	544
Total	447	297	744

months approximately. Collected data was analyzed by using test of significance of difference between two means and difference between percentages

### RESULTS

#### MANAGERIAL STYLE PATTERNS OF THE PRINCIPALS WORKING IN INTERMEDIATE COLLEGES (HIGHER SECONDARY SCHOOLS)

The managerial style of the principal would determine the way he treats his colleagues and his treatment behaviours would bring them all, either close to him or would take them away from him. It was thought that first of all the managerial styles of the principals working at +2 level educational institutions should be identified. The result obtained are presented in the table 2. An observation of the above table reveals that the principals working in intermediate colleges are in practice of both the managerial styles i.e. O.K. style and Not O.K. styles. It is also evident from the table 2, the tendency of O.K. managerial styles is high in comparison to the tendency of Not O.K. style. This reflects that principals of intermediate colleges are preferring more O.K. managerial styles rather than to use Not O.K. style. The reason, all the mean values of O.K. style are obtained high in comparison to the mean values of Not O.K. style. It is also evident from the table, that the dominating managerial style of the principals working in intermediate colleges is

“Problem Solving” and back-up style is “Supportive”. Thus, among O.K. styles the principals’ ego-state is adult and they are adopting

Table No. 2

Ego States	Managerial Styles	Styles in two life Position				C.R. Values	p Values
		Avoidance & Not O.K. Style		Approach & O.K. Style			
		M	S.D.	M	S.D.		
Nurturing Parent Regulating Parent	Rescuing	7.01	2.75	-	-	9.70	<0.01
	Supportive	-	-	10.22	2.46	-	-
Adult	Prescriptive	7.08	2.37	-	-	9.75	<0.01
	Normative	-	-	9.50	2.68	-	-
Creative Child Adaptive Child	Task Obsessive	7.38	2.38	-	-	12.23	<0.01
	Problem Solving	-	-	10.43	2.44	-	-
Reactive Child	Bohemian	6.54	1.45	-	-	30.01	<0.01
	Innovative	-	-	9.77	1.93	-	-
Reactive Child	Sulking	2.16	1.30	-	-	7.95	<0.01
	Resilient	-	-	3.25	1.45	-	-
Reactive Child	Aggressive	5.90	1.80	-	-	17.06	<0.01
	Assertive	-	-	9.12	1.97	-	-

high in comparison to the mean values of institutional effectiveness scores shown in the column of Not O.K. style. These results reflects, that the principals who are adopting O.K. managerial styles, their

effectiveness is high in comparison to those institutions, where the principals are in practice of Not O.K. managerial styles.

Further, the table 3 highlights, that institutional effectiveness is gradually decreasing with parent ego-state managerial style to child

problem solving style rather than to follow task-obsessive style. Along with the adult behaviour, the principals working at +2 level educational institutions have also nurturing parent ego-state and they adopt comparatively high supportive style. They are also equally good in normative, innovative and assertive styles. In Not O.K. style, the principals are generally adopting Rescuing and Task obsessive style. Among all the six Not O.K. styles, they are very low in their sulking style. This reflects that the principals working at intermediate level educational institutions are emotionally matured and have balanced personality. The study of C.R. values indicates that there is a significant difference in the means of various managerial functional styles. In conclusion it can be said that principals working in intermediate colleges are emotionally matured and have adult and nurturing parents managerial styles.

**INSTITUTIONALEFFECTIVENESSINRELATION TO THE MANAGERIAL STYLES OF THE PRINCIPALS**

In the present investigation, institutional effectiveness was considered in terms of total atmosphere of the institution, teacher’s job satisfaction, student’s achievement and public image of the institute. Previous studies, such as of **Scotts (1978), Howard (1980), Dhulia (1989); Chakarabarti (1990)** and of **Pepper & Thomas (2002)** etc. have established that principals’ managerial or leadership styles positively effects the school’s corporate life, teachers’ job satisfaction, teachers’ morale and students achievement. Thus, in the study data collected regarding to the institutional effectiveness and the principals’ managerial styles are presented in the table given below. An observation of the table 3 indicates that mean values of institutional effectiveness scores in the column of O.K. Style are

ego-state managerial style. Thus, the principals of the institutions who have either parent or adult or child ego-state and are adopting O.K. style, their institutional effectiveness is higher in comparison to those institutions whose principals are in practice of the rest of the managerial styles e.g. Adult and child ego-state’s O.K. styles, because the mean value of the institutional effectiveness scores for parent ego-state O.K. style is highest in comparison to the rest of the mean values of institutional effectiveness scores for parent ego-state O.K. style is highest in comparison to the rest of the mean values of institutional effectiveness scores. The principals who have parent ego-state and using Not O.K. managerial styles, their institutional effectiveness is also good. Because the rank order of the mean value of institutional effectiveness scores related to this managerial style is 2nd (M=148)

Thus, the results obtained in relation to the managerial styles of the principals working in intermediate colleges and their institutional effectiveness, clearly depicts, that the principals who have Nurturing and regulating Parent Ego-state with O.K. or Not O.K. style, Adult Ego-state with problem solving attitude and child ego-state with innovative, Assertive and Resilient managerial styles, their institutions have better effectiveness than those principals who have adult ego-state with task obsessive style and child ego-state with Bohemian- Aggressive and Sulking managerial styles. In conclusion, the result of the study shows that in intermediate colleges or higher secondary schools, the principals who are democratic in their attitude and give full consideration to teachers needs, their development and care more for the happiness of others, it results into comfortable friendly

Table-3 Mean, S.D., C.R. and p values of the Institutional Effectiveness Scores in relation to the Principals' Managerial Styles (N=200)

Ego States	Managerial Styles	Styles in two life Position		C.R. Values	p Values
		O.K. Style M ± σ of institutional effectiveness Score	Not O.K. Style M ± σ of institutional effectiveness Score		
Nurturing Parent Regulating Parent Vs	Supportive Normative Vs	150 = 28.42	148 = 23.57	0.77	> 0.05
Nurturing Parent Regulating Parent Vs	Rescuing Prescriptive Vs	150 = 28.42	148 = 23.57	3.40	< 0.01
Nurturing Parent Regulating Parent Vs	Task Obsessive Vs	150 = 28.42	148 = 23.57	3.83	< 0.01
Creative Child Reactive Child Adaptive Child Adult Vs	Bohemian Aggressive Sulking Problem Solving Vs	145 = 28.27	138 = 35.30	1.18	> 0.05
Nurturing Parent Regulating Parent Adult Vs	Rescuing Prescriptive Problem Solving Vs	145 = 28.27	140 = 30.42	2.72	< 0.01
Creative Child Reactive Child Adaptive Child Vs	Task Obsessive Problem Solving Vs	150 = 28.42	138 = 35.30	2.23	< 0.05
Creative Child Reactive Child Adaptive Child Vs	Bohemian Aggressive Sulking Vs	142 = 24.35	148 = 23.57	2.50	< 0.05
Nurturing Parent Regulating Parent Vs	Rescuing Prescriptive Vs	142 = 24.35	140 = 30.42	0.72	> 0.05
Creative Child Reactive Child Adaptive Child Adult Vs	Innovative Assertive Resilient Vs Task Obsessive	142 = 24.35	138 = 35.30	1.32	> 0.05
Creative Child Reactive Child Adaptive Child Vs	Innovative Assertive Resilient Vs	142 = 24.35	138 = 35.30	1.32	> 0.05
Creative Child Reactive Child Adaptive Child Vs	Bohemian Aggressive Sulking Vs	142 = 24.35	138 = 35.30	1.32	> 0.05

the development of a climate conducive to student commitment and sense of power, i.e. less amount of student alienation. Howard (1980) reported that there is no significant relationship between leadership behaviour and organizational climate, but principals exhibiting more emphasis on democratic orientation were administering schools with more open climate.

Pepper and Thomas (2002) found a authoritarian leadership style had a negative effect on school climate and subsequently, the morale and success of the students' and teachers within the school setting. The

organizational atmosphere and work climate, solving the teachers problem like a parental behaviour, adult advice and nurturing in nature. Their institutions are high in effectiveness. The present findings are in support of the findings of Murphy (1970), Burns (1975), Chakrabarti (1990). Some research studies e.g. Powell (1980) and Clark (1981), Jun (1981) carried in this field mirror that principals of effective schools are more powerful and active in decisions, tend to emphasize achievements, better organized, support teachers in solving problems, recognize the unique style and needs of teachers and encourage them in all dimensions. Harris (1999) and Remy (1999) both reported relationship oriented leadership overcome the teachers stress level. Hoy (1972), revealed that the principal plays an important role in

transformational leadership style has a more positive effect on the learning and work environment of the school.

Edge and Valentine (1984) highlighted that there is no statistical significant relationship between leadership behaviour and organizational climate of the institute; but the principals exhibiting more emphasis on democratic orientation were administering school with more school climate. While, the present findings are not confirm to the findings reported by Agarwal (1989). She reported that various managerial styles of the principals do no affect the institutional effectiveness. The reason of the difference in the two studies carried in Indian conditions may be due the fact of difference in the nature of parent population and appraisal of the managerial styles of the principals and institutional effectiveness.

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