Research Article

Leadership Behaviour of Principals of Colleges of Education in Relation to Organizational Culture

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Abstract

In a comprehensive review of leadership theories, several different categories were identified by Stogdill (1974) that capture the essence of the study of leadership in the twentieth century. The first category dealt with the attributes of great leaders. Leadership was explained by the internal qualities with which a person is born. The thought was that if the traits that differentiated leaders from followers could be identified the successful leaders could be quickly identified and put into positions of leadership. Personality, physical, and mental characteristics were examined. This research was based on the idea that leaders were born, not made, and the key to success was simply in identifying those people who were born to be great leaders. Through much research was done to identify the traits, no clear answer was found with regard to which traits consistently were associated with great leadership. One flaw with this line of thought was in ignoring the situational and environmental factors that play a role in a leader's level of effectiveness. The study of work place is concerned with how do the people feel while they are engaged in work, or during the off period in the work place. The study of this kind has been referred to or labelled as organizational character, milieu, atmosphere, organizational ideology, ecology, field, situation, informal organization, and more recently climate and culture (Hoy, 1991).

Keywords: *Leadership Theories, Great Leaders, Leadership Traits, Organizational Climate, Workplace Environment, Leadership Effectiveness, Situational Factors, Organizational Culture, Employee Engagement, Leadership Research.*

INTRODUCTION

'Leadership' has attracted the attention of sociologists, social psychologists and political scientists in various contexts. No unanimity is, however; found on the precise meaning of the term among the different social scientists. In the words of Edinger, (1967) 'as social scientists have to probe beneath the manifest aspects of leadership and have become correspondingly more sensitive to the relevance of numerous and complex latent facts, they have found it more difficult to agree on what leadership is and does.' This becomes more difficult when one's objective is to construct a view of leadership which will encompass many different types of leaders and varying leader-follow situations. Hence, the concept of leadership has come to be variedly defined by social scientists. Accordingly, leadership, in the words of Fairchild, has been defined as 'the act of organizing and directing the interests and activities of a group of persons, as associated in some project by a person who develops the co-operation through securing and maintaining their more or less voluntary approval of the needs and methods proposed and adopted in their association.' Bass (1985) preferred to define leadership thus: 'Leadership is a kind of interaction between or among people. Any attempt on the part of a group member to change the behaviour of one or more members of a group is an attempt at leadership.' Katz and Khan (1978) maintain that the concept of leadership, as generally understood in social sciences, has three major meanings: the attribute of a position, the characteristics of a person, and a category of behaviour. Tannenbaum, Weschler and Massarik (1959) explain leadership in terms of interpersonal influence which is exercised in specific situations, directed through the communication process and is definitely goal-oriented. To Tead, (1935) leadership appears as 'the activity of influencing people to co-operate towards some goal which they come to find desirable.'· Pigors (1961) opines, 'Leadership as a process of mutual stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause.' Terry (1972) has defined leadership as 'the relationship in which one person, or leader, influences other to work together willingly on related tasks_ to attain that which the leader desires.' Stogdill (1948) considered it 'the process of influencing the activities of an organized group in its efforts toward goal achievement.' Halpin (1969) describes leadership 'as a complex social phenomenon that cannot be treated meaningfully apart from related situational factors'. Davis (1967) said, 'Leadership is the ability to persuade others to seek defined objectives enthusiastically; it is the human

factor which binds a group together and motivates it towards its goals'. A review of various definitions will indicate that leadership is a process whereby one individual exerts influence over others so that they will strive toward the achievement of group goals. This concept implies not only willingness to work but also willingness to work with zeal and confidence. Functionally speaking, leadership is to induce or persuade all subordinates or followers to contribute with cheerful readiness to organizational goals as warranted by their capabilities. Leadership is in fact the rare ability to inspire. The leaders stand behind a group to push; they place themselves before the group to lead and inspire it to attain organizational objectives. Leadership is also concerned with development of a climate within an organization which ultimately influences motivation of the followers.

Organizational Culture

Organizational culture is an important influence in the operation of schools. Our perception is that culture can be create the values, symbols, and myths that affect how people interact and relate. One characteristic of transforming cultures is the habit of breaking habits. Culture should not be the bulwark that resists change; it should create an environment where change is embraced and innovation is valued.

Analysis, synthesis, and evaluation are the main thought processes used to keep the culture adaptive. New ideas can be synthesized and programmes can evolve rather than remain static or tied to tradition. Thinking about culture in transforming schools helps focus on how culture can embrace the change process, not impede it.

In such as culture, the behaviour of the organization is change oriented to provide successful service to clients, with the focus on achievement and quality. These organizations live the culture they want by having actions follow words and by reinforcing people for behaving in accord with it. New values, rituals, celebrations, and stories are established to promote change and adaptation.

This culture encourages people to be proactive, not reactive, anticipating needs and finding solutions. The organization also looks forward, defines trends, and finds ways to incorporate new ideas and technology into its operations. Innovation is encouraged and rewarded, and districts make procedural and fiscal resources available to do it.

The culture of an organization is an amalgamation of the values and beliefs of the people in an organization. It can be felt in the implicit rules and expectations of behaviour in

an organization where, even though the rules are not formally written down employees know what is expected of them. It is usually set by management whose decisions on policy usually set up the culture of the organization. The organizational culture usually has values and beliefs that support the organizational goals.

Culture and Leaders

Leaders deal with symbol and images; consequently, they affect culture. Many leaders use metaphorical language, express values, define visions, and manage labels and symbols. Some leaders themselves become legends and a part of an organization's mythology. Their language affects the discourse of the entire organization because it expresses ideas, values, and perceptions of reality.

Leaders are intertwined with the culture's creation and management, and possibly its destruction.

The Problem

The problem under taken for the investigation can be stated as:

"Leadership Behaviour of Principals of Colleges of Education in Relation to Organizational Culture".

Brief Review of Related Literature

In the study of Singh (1974) find out that there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude. Lavingia (1974) stated that female teachers are more satisfied than male teachers; and (ii) there is significant relationship between job satisfaction and stability of teachers. Another researcher has measured the attitudes, job satisfaction, adjustment and professional interests of teacher-educators of different categories based on sex, age, qualification and experience, Abdul (1986) found that teachers in more open climate schools were more satisfied with respect to 'Miscellaneous regarding Personal Characteristics' than teachers in less open climate schools. Kaur (1986) examined From among personal variable (age, intelligence, socio-economic status and need satisfaction), need satisfaction (including physical security, social, ego and total need satisfaction) was found to be a correlate of job satisfaction. Further in the study of Tasnim Isbell (2000) investigated the impact of teacher certification and levels of teacher confidence and efficacy on the mathematics and literacy achievement of elementary school students.

(2006) it is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Objectives

1. To study the relationship between leadership behaviour (initiating structure and consideration) of Principals of colleges and organizational culture and its dimensions (total)

2. To study the relationship between leadership behaviour (initiating structure and consideration), organizational culture and gender of Principals of colleges.

3. To study the relationship between leadership behaviour (initiating structure and consideration), organizational culture and age of Principals of colleges.

4. To study the relationship between leadership behaviour (initiating structure and consideration), organizational culture and educational qualifications of Principals of colleges.

5. To study the relationship between leadership behaviour (initiating structure and consideration), organizational culture and teaching experience of Principals of colleges.

6. To study the relationship between leadership behaviour (initiating structure and consideration) and type of management of Principals of colleges.

Hypotheses

Hypothesis: Principals of colleges of education having different leadership behaviour (consideration and initiating structure) do not differ with respect to organizational culture and its dimensions.

Hypothesis: Male and female principals of colleges of education do not differ with respect to leadership behaviour and its dimensions.

Hypothesis: Male and female principals of colleges of education do not differ with respect to organizational culture and its dimensions.

Hypothesis: Principals of colleges of education below 40 years and above 40 years of age do not differ with respect to their leadership behaviour and its dimensions.

Hypothesis: Principals of colleges of education below 40 years and above 40 years of age do not differ with respect to organizational culture and its dimensions.

Hypothesis: Principals of colleges of education with graduate and postgraduate educational qualifications do not differ with respect to leadership behaviour, organizational culture and its dimensions

Hypothesis: Principals of colleges of education with below 15 years and above 15 years of teaching experience do not differ with respect to leadership behaviour, organizational culture and its dimensions.

Hypothesis: Colleges of education with principals under different types of management (aided, unaided, government) do not differ with respect to leadership behaviour, organizational culture and 'its dimensions.

Hypothesis: There is no significant relationship between leadership behaviour (consideration and initiating structure) with organizational culture of principals of colleges of education.

Research Tools

The following tools were used to measure the variables of the study.

1. Leadership Behaviour Descriptive Questionnaire -by E. A. Fleishman, (1973)
2. Organizational Culture Scale by Udai Pareek (2002)

Population and Sample

The population of the study consists of all Principals of Colleges and teachers who are working in colleges of Education under Kamatak University.

The sample of the study was selected from Colleges of Education under the jurisdiction of Kamatak University, Dharwad. The investigator has used the stratified random sampling technique.

Presently there are 74 colleges of education in total (Government, Aided, Un-aided) the data were collected from 64 Principals of colleges and 500 teacher educators.

Data Collection

The investigator personally collected the data from 64 principals and 500 teacher educators of colleges of education about the principals. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The Principals of Colleges were informed the purpose of the study. The Leadership Behaviour Description Questionnaire, Organizational Culture Scale were administered to the teacher educators about the principals and organizations. The collected data was systematically pooled for analysis.

Statistical Techniques

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

(i) Differential analysis

(ii) Correlation analysis

Data Analysis

Table-1: Results oft-Test between Leadership Behaviour

(Consideration and Initiating Structure) Principals of

Colleges of Education With Respect to Dimensions of Organizational Culture

Variable	Leadership behavior	Mean	SD	t-value	t-value	p-value
Experimentation	Consideration	67.5735	3.8266	-2.3311	<0.05	s
	Initiating structure	71.1702	5.9129			

❖   The principals of colleges of education having different leadership behaviour (consideration and initiating structure) differ significantly with respect to dimension of organizational culture i.e. experimentation ($t=-2.3311$, $p<0.05$) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with different leadership behaviour (consideration and initiating structure) are different on experimentation dimension of organizational culture. In other words, the principals of colleges of education with initiating structure leadership behaviour are higher on experimentation than the principals of colleges of education with consideration leadership behaviour.

Table-2

Results oft-Test between Male and Female Principals of Colleges of Education With Respect to Leadership Behaviour and Its Dimensions

Variable	Sex	Mean	SD	t-value	p-value	Signi
Leadership Behaviour	Male	68.0580	4.2694	4.9977	<0.05	s
	Female	60.3190	5.6602			
Consideration	Male	66.2306	5.0116	4.3374	<0.05	s
	Female	58.3259	6.7188			
Initiating Structue	Male	70.4977	3.8778	4.9851	<0.05	s
	Female	63.4531	5.2459			

From the above table, it is seen that,

❖   Male and female principals of colleges of education differ significantly with respect to their leadership behaviour (t=4.9977, p<0.05) and its dimensions consideration (t=4.3374, p<0.05), initiating structure (t=4.9851, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female principals of colleges of education have different leadership behaviour. In other words, the male principals of colleges of education are high on leadership behaviour as compared to female principals of colleges of education.

Table-3

Results oft-Test between Male and Female Principals of Colleges of Education With Respect to Organizational Culture and Its Dimensions

Variable	Sex	Mean	SD	t-value	t-value	p-value
Organization Culture	Male	69.1970	5.2267	3.0504	<0.05	s
	Female	63.9766	3.0613			
Openness	Male	70.7523	5.0606	2.1486	<0.05	s
	Female	67.0000	5.1438			
Confrontation	Male	73.0093	6.4199	2.2011	<0.05	s
	Female	68.3750	3.8663			

Trust	Male	65.4745	9.0424	2.0469	<0.05	s
	Female	59.4375	4.9076			

♦   Male and female principals of colleges of education differ significantly with respect to organization culture (t=3.0504, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female principals of colleges of education have differ different organization culture. In other words, the male principals of colleges of education are high on organization culture as compared to female principals of colleges of education.

♦   Male and female principals of colleges of education differ significantly with respect to dimension of organization culture i.e. openness (t=2.1486, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female principals of colleges of education are different openness dimension of organization culture. In other words, the male principals of colleges of education are high on openness dimension of organization culture as compared to female principals of colleges of education.

♦   Male and female principals of colleges of education differ significantly with respect to dimension of organization culture i.e. confrontation (t=2.2011, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female principals of colleges of education are different on confrontation dimension of organization culture. In other words, the male principals of colleges of education are high on confrontation dimension of organization culture as compared to female principals of colleges of education

♦   Male and female principals of colleges of education differ significantly with respect to dimension of organization culture i.e. trust(t=2.0469,p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female principals of colleges of education are different on trust dimension of organization culture. In other words, the male principals of colleges of education are high on trust dimension of organization culture as compared to female principals of colleges of education.

Table-4:

Results oft-Test between Age Groups (<40 Years, >40 Years) Of Principals of Colleges of Education With Respect to Leadership Behaviour and Its Dimensions

Variable	Age group	Mean	SD	t-value	p-value	Signi
Leadership Behaviour	<40yrs	63.0697	4.8531	-4.3774	<0.05	s
	>40yrs	68.5665	4.5668			
Consideration	<40yrs	61.0379	5.3604	-3.9516	<0.05	s
	>40yrs	66.7943	5.4198			
Initiating Structure	<40yrs	65.6563	4.3910	-4.8881		s
	>40yrs	71.0973	4.0057		<0.05	

From the above table, it is seen that,

❖   Principals of colleges of education with below 40 years and above 40 years of age differ significantly with respect to their leadership behaviour (t=-4.3774, p<0.05) and its dimensions consideration (t=-3.9516, p<0.05), initiating structure (t=-4.8881, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 40 years and above 40 years of age have different leadership behaviour. In other words, the principals of colleges of education with above 40 years of age are high on leadership behaviour as compared to principals of colleges of education with below 40 years of age.

Table-5

Results oft-Test between Age Groups (<40 Years, >40 Years) of Principals of Colleges of Education With Respect to Organizational Culture and Its Dimensions

Variable	Age group	Mean	SD	t-value	p-value	Si2ni.
Organization Culture	<40yrs	65.3320	2.7151	-3.3530	<0.05	s
	>40yrs	69.7674	5.6065			
Openness	<40yrs	67.5938	4.1915	-2.8004	<0.05	s
	>40yrs	71.3352	5.2561			

From the above table, it is seen that,

◈   Principals of colleges of education with below 40 years and above 40 years of age differ significantly with respect to their organization culture (t=-3.3530, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 40 years and above 40 years of age are different on organization culture. In other words, the principals of colleges of education with above 40 years of age are high on organization culture as compared to principals of colleges of education with below 40 years of age.

◈   Principals of colleges of education with below 40 years and above 40 years of age differ significantly with respect to dimension of organization culture i.e. openness (t=-2.8004, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 40 years and above 40 years of age are different on openness dimension of organization culture. In other words, the principals of colleges of education with above 40 years of age are high on openness dimension of organization culture as compared to principals of col1eges of education with below 40 years of age

Table-6

Results oft-Test between Graduate and Postgraduate Principals of Colleges of Education With Respect to Leadership Behaviour and Its Dimensions

Variable	Education	Mean	SD	t-value	p-value	Signi
Leadership Behaviour	Graduate	65.8919	4.9067	-2.8927	<0.05	s
	Post graduate	70.2660	5.3404			
Consideration	Graduate	64.0112	5.4332	-2.5923	<0.05	s
	Post graduate	68.5108	6.7754			
Initiating Structure	Graduate	68.5719	4.6982	-2.7161	<0.05	s
	Post graduate	72.3438	4.1711			

From the above table, it is seen that,

◈   Principals of colleges of education with graduate and postgraduate educational qualifications differ significantly with respect to their leadership behaviour (t=-2.8927, p<0.05) and its dimensions consideration (t=-2.5923, p<0.05), initiating structure (t=-2.7161, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is

accepted. It means that, the principals of colleges of education with graduate and postgraduate educational qualifications have different leadership behaviour. In other words, the principals of colleges of education with postgraduate degree are high on leadership behaviour as compared to principals of colleges of education with graduate degree.

Table-7

Results oft-Test between Graduate and Postgraduate Principals of Colleges of Education with Respect to Organizational Culture and Its Dimensions

Variable	Education	Mean	SD	t-value	p-value	Sign
Organization Culture	Graduate	67.2938	3.9061	-3.3521	<0.05	s
	Post graduate	72.2656	7.5660			
Openness	Graduate	69.2875	4.2390	-2.6669	<0.05	s
	Post graduate	73.3036	7.1110			
Confrontation	Graduate	70.8625	5.3852	-3.7519	<0.05	s
	Post graduate	77.3661	6.8867			

From the above table, it is seen that,

◊   Principals of colleges of education with graduate and postgraduate educational qualifications differ significantly with respect to their organization culture (t=-3.3521, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with graduate and postgraduate educational qualifications are different on organization culture. In other words, the principals of colleges of education with postgraduate degree are high on organization culture as compared to principals of colleges of education with graduate degree.

◊   Principals of colleges of education with graduate and postgraduate educational qualifications differ significantly with respect to dimension of organization culture i.e. openness (t=-2.6669, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with graduate and postgraduate educational qualifications are different on openness dimension of organization culture. In other words, the principals of colleges of education with postgraduate degree are high on openness dimension of organization culture as compared to principals of colleges of education with graduate degree.

♦ Principals of colleges of education with graduate and postgraduate educational qualifications differ significantly with respect to dimension of organization culture i.e. confrontation (t=- 3.7519, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with graduate and postgraduate educational qualifications are different on confrontation dimension of organization culture. In other words, the principals of colleges of education with postgraduate degree are high on confrontation dimension of organization culture as compared to principals of colleges of education with graduate degree.

Table-8

Results oft-Test between <15yrs and >15yrs of Teaching Experienced Principals of Colleges of Education With Respect to Leadership Behaviour and Its Dimensions

Variable	Experience	Mean	**SD**	t-value	p-value	Signi.
Leadership Behaviour	<15years	64.0548	3.5133	-5.4232	<0.05	s
	>15years	70.0152	5.2068			
Consideration	<15years	61.8763	4.1643	-5.2976	<0.05	s
	>15years	68.5305	5.8331			
Initiating Structure	<15years	67.1645	3.6183	-4.5100	<0.05	s
	>15years	71.9271	4.8060			

From the above table, it is seen that,

♦ Principals of colleges of education with below 15 years and above 15 years of teaching experience differ significantly with respect to their leadership behaviour (t=-5.4232, p<0.05) and its dimensions consideration (t=-5.2976, p<0.05), initiating structure (t=-4.5100, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Principals of colleges of education with below 15 years and above 15 years of teaching experience have different leadership behaviour. In other words, the principals of colleges of education with above 15 years of teaching experience are high on leadership behaviour as compared to principals of colleges of education with below 15 years of teaching experience.

Table-9

Results oft-Test between <15yrs and >15yrs of Teaching Experienced Principals of Colleges of Education With Respect to Organizational Culture and Its Dimensions

Variable	Experience	Mean	SD	t-value	p-value	Si5!11
Organization Culture	<15years	65.6319	1.8081	-5.2921	<0.05	s
	>15years	71.4974	6.1755			
Openness	<15years	68.8603	4.1357	-2.1955	<0.05	s
	>15years	71.6458	5.9485			
Autonomy	<15years	65.4044	4.3489	-2.4848	<0.05	s
	>15years	69.0833	7.2919			
Collaboration	<15years	70.0735	7.2541	2.4904	<0.05	s
	>15years	66.0417	5.4247			

From the above table, it is seen that,

◊   Principals of colleges of education with below 15 years and above 15 years of teaching experience differ significantly with respect to their organization culture (t=-5.2921, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alterative hypothesis is accepted. It means that, the principals of colleges of education with below 15 years and above 15 years of teaching experience are different on organization culture. In other words, the principals of colleges of education with above 15 years of teaching experience are high on organization culture as compared to principals of colleges of education with below 15 years of teaching experience.

◊   Principals of colleges of education with below 15 years and above 15 years of teaching experience differ significantly with respect to dimension of organization culture i.e. openness (t=-2.1955, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 15 years and above 15 years of teaching experience are different on openness dimension of organization culture. In other words, the principals of colleges of education with above 15 years of teaching experience are high on openness dimension of organization culture as compared to principals of colleges of education with below 15 years of teaching experience.

⬥   Principals of colleges of education with below 15 years and above 15 years of teaching experience differ significantly with respect to dimension of organization culture i.e. autonomy (t=-2.4848, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 15 years and above 15 years of teaching experience are different on autonomy dimension of organization culture. In other words, the principals of colleges of education with above 15 years of teaching experience are high on autonomy dimension of organization culture as compared to principals of colleges of education with below 15 years of teaching experience.

⬥   Principals of colleges of education with below 15 years and above 15 years of teaching experience differ significantly with respect to dimension of organization culture i.e. collaboration (t=2.4904, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education with below 15 years and above 15 years of teaching experience are different on collaboration dimension of organization culture. In other words, the principals of colleges of education with below 15 years of teaching experience are high on collaboration dimen_sion of organization culture as compared to principals of colleges of education with above 15 years of teaching experience.

Major Findings of the Study

1. The principals of colleges of education with initiating structure leadership behaviour are higher on experimentation dimension of organizational culture than the principals of colleges of education with consideration leadership behaviour.

2. The male principals of colleges of education are high on leadership behaviour as compared to female principals of colleges of education.

3. The male principals of colleges of education are high on organization culture as compared to female principals of colleges of education.

4. The male principals of colleges of education are high on openness dimension of organization culture as compared to female principals of colleges of education.

5. The male principals of colleges of education are high on confrontation dimension of organization culture as compared to female principals of colleges of education.

6. The male principals of colleges of education are high on trust dimension of organization culture as compared to female principals of colleges of education.

7. The principals of colleges of education with above 40 years of age are high on leadership behaviour as compared to principals of colleges of education with below 40 years of age.

8. The principals of colleges of education with above 40 years of age are high on organization culture as compared to principals of colleges of education with below 40 years of age.

9. The principals of colleges of education with above 40 years of age are high on openness dimension of organization culture as compared to principals of colleges of education with below 40 years of age

10. The principals of colleges of education with postgraduate degree are high on leadership behaviour as compared to principals of colleges of education with graduate degree.

11. The principals of colleges of education with postgraduate degree are high on organization culture as compared to principals of colleges of education with graduate degree.

12. The principals of colleges of education with postgraduate degree are high on openness dimension of organization culture as compared to principals of colleges of education with graduate degree.

13. The principals of colleges of education with postgraduate degree are high on confrontation dimension of organization culture as compared to principals of colleges of education with graduate degree.

14. The principals of colleges of education with above 15 years of teaching experience are high on leadership behaviour as compared to principals of colleges of education with below 15 years of teaching experience.

15. The principals of colleges of education with above 15 years of teaching experience are high on organization culture as compared to principals of colleges of education with below years of teaching experience.

16. The principals of colleges of education with above 15 years of teaching experience are high on openness dimension of organization culture as compared to principals of colleges of education with below 15 years of teaching experience.

17. The principals of colleges of education with above 15 years of teaching experience are high on autonomy dimension of organization culture as compared to principals of colleges of education with below 15 years of teaching experience.

18. The principals of colleges of education with below 15 years of teaching experience are high on collaboration dimension of organization culture as compared to principals of colleges of education with above 15 years of teaching experience.

Implications of the Study

The study reveals that the principals with below 15 years of teaching experience differ with the principals with above 15 years of teaching experience. Hence, it can be concluded that experience make principals to think more towards leadership behaviour and organizational culture.

The various dimensions of organizational culture marked differences prevailing across institutions. The colleges or institutions with its qualified principals and teacher educators with central skills and activities, tend to display a higher strength on most dimensions of organizational culture. Organizational culture has a significant effect on how principals and teacher educators view their organizational responsibilities and their job satisfaction, organizational culture assumed senior principals supports for better strategic intervention and effective skills for better development of leadership behaviour qualities.

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