CHAPTER – I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The quality of education of students primarily depends on the quality of education of teachers. The goal of teacher education is to produce creative, committed, resourceful and competent teachers. The teachers are required to develop both pedagogical and practical skills and capacity in order to make the system of teacher education more innovative and fruitful in the present times. The principals play a crucial role in the management and development of human resources in educational institutions. The management is primarily responsible for transforming the leadership behaviour and promoting leadership qualities of principals. Leadership behaviour and organizational culture are inter-related. Scholars have noted that leadership behaviour of the head of the institutions and organizational culture are like the branches and root of a tree. The teacher education is indeed a challenging task since it is required to change the attitude of the teachers, increase job involvement of the teachers, promote organizational culture, transform leadership behaviour and develop leadership qualities of the principals. The primary objective of the present study was to investigate the leadership behaviour of principals of colleges of teacher education in relation to their organizational culture, job involvement and attitude towards teaching profession. This chapter enumerates the salient features of the study such as organizational culture in teacher training institutions, attitude of principals, job involvement of principals, leadership behaviour of principals, leadership development of principals, significance of the study, statement of the problem and objectives of the study.
1.2 LEADERSHIP BEHAVIOUR OF PRINCIPALS OF COLLEGES OF TEACHER EDUCATION

1.2.1 Concept of Leadership

Leadership is one of the most complex human behaviour. There is now a wide recognition in the international community that leadership matters for growth and development of individuals and institutions. Leadership is also developed systematically on the basis of well defined theories and models. Scholars have made significant progress in learning about leadership.

Leadership can be defined as the process by which the activities of the group members are directed towards achieving the task. Leadership matters most in modern organizations since the leaders have an important role. A proper leadership is the lubricant, which ensures smooth and fruitful functioning of any system. The malfunctioning of the leadership in educational administration cripples the efficiency and achievement level. Leadership also affects the attitude and behaviour of the work force. Scholars have viewed leadership differently and practically leadership qualities are acquired by the leaders on the basis of several factors.

Leadership is a concept which is widely discussed by the scholars in different walks of life. They have generated a proliferation of literature, especially in the field of management and organizational science. Leadership implies the organization or mobilization of people and resources (economic, political and other) in pursuit of particular ends. Leadership must always be understood contextually, occurring within a given indigenous configuration of power, authority and legitimacy, shaped by history, institutions, goals and political culture, according to the scholars. Leadership is indeed a practical skill acquired by the organizational leaders. It reflects the ability of an individual or organization to lead or guide other individuals, teams, or
entire organizations. Without a good leader, an organization cannot function effectively and efficiently.

1.2.2 Theories of Leadership Behaviour

Leader behaviours tend to explain more variance in leadership effectiveness than leader traits. The leadership literature suffers from a lack of theoretical integration. Leadership is one of the most discussed and debated topics in the social sciences. Both leader traits and behaviours have been investigated in scores of research studies. Despite the theoretical and applied value of these studies leadership research is plagued by a lack of integration.

Scholars have formulated certain leadership theories across the globe over a period of time. These theories have appeared in the 80’s and 90’s of last century. Organizational researcher Yukl (2006) examined leadership in modern organizations on the basis of an extensive review and criticism of leadership theories which have developed in recent years. The leadership theories are not static by nature. Modern leaders are required to be flexible and change oriented in order to carry the work force with them and achieve the goals of organization.

Trait theories of leadership identify the specific personality traits that distinguish leaders from non-leaders. They are based on the premise that leaders are ‘born, not made’. The scholars like Mann and Stogdill (1950) have focused on the relationship between personality and leadership. Scholars also examined the relationship between personality and leadership. They demonstrated that there were significant meta-analytic correlations between leadership perceptions and intelligence, masculinity and dominance. Leadership trait theory focuses on the leader’s values and beliefs; personality; need for achievement or acceptance; orientation to power; gender; confidence; and mental, physical, and emotional attributes. Early leadership
trait theory assumed that people were born with specific traits and that some traits aligned with strong leadership. These leadership perceptions were not based on leader behaviours or performance. Critics have noted that trait theory failed to take into account other factors associated with the emergence of a successful leader.

Scholars like Burns and Bass (1977) formulated the transformational leadership theory. They assumed that people would follow a leader who inspires and motivates them. In this theory, the leader motivates and inspires by developing a compelling vision, selling that vision and focusing on developing relationships with followers as a teacher, mentor and coach. The transformational leader engages subordinates by spending a great deal of time building trust and demonstrating a high level of personal integrity. The ultimate goal as the name says is to transform followers’ goals, vision and sense of purpose, molding them into a cohesive team.

Transactional leadership describes more of a give and take working relationship rapport between leader and follower which is established through exchange, such as a rewards system for meeting particular objectives. Transactional leadership assumes that people are motivated strictly by reward and punishment. This style generally does not appeal to the values, morals, or other intrinsic characteristics of most people. The transactional leader is highly focused on task, provides very clear direction, and oversees productivity in detail. When a subordinate fails, the next step is a penalty or punishment. The introduction of the task versus people orientation and the idea of leadership styles are widely accepted in modern organizations.

Transactional leadership is centered on leader follower exchanges. Followers perform according to the will and direction of the leaders and leaders positively reward the efforts. The baseline is reward which can be negative like punitive action, if followers fail to comply with or it can be positive like praise and recognition, if
subordinates comply with the intent and direction settled by a leader and achieve the given objectives. Four core facets of transactional leadership as described by Schermerhorn et al. (2000) are contingent rewards, active management by exception, passive management by exception and laissez-faire.

Scholars like Burns (1977), McLaurin J. and Al-Amri M. (2008) formulated another theory called transformational leadership theory which shows the other extreme. Transformational leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests parallel with the betterment of the organization. Transformational leaders facilitate new understandings by increasing or altering awareness of issues. Resultantly, they foster inspiration and excitement to put extra efforts to achieve common goals. According to them, transformational leadership is also based on four dimensions such as charisma, communication, intellectual stimulation and individualized consideration. The scholars advocated that transformational leadership was correlated to more positive outcomes than any other leadership style.

1.2.3 Leadership Behaviour

Behavioural models are different than situational theories, which are focused on the application and effectiveness of leadership styles to the different operating environments found in the workplace. The behavioural leadership placed emphasis on the actions of the leader. It is better at describing transactional leadership than transformational leadership styles. Behavioural leadership studies focused on leader traits and behaviours which influence leadership effectiveness.

Folkman (2010) carried out investigation on leadership behaviours and contributed nine behaviours which have the greatest impact on employee satisfaction and commitment. They include - inspiring and motivating employees, driving for
results, developing strategic perspective, collaborating with various groups, creating satisfied and committed workforce, building trust, developing new skills and abilities of employees, balancing individual needs against organizational deadlines; and instilling courage and confidence among employees. These leadership behaviours facilitate better working conditions and delivery of services in modern organizations.

Emphasizes the quality of work, clarifies everyone’s responsibilities, continually planning to get everything done, offers new approaches to problems, first in getting things started, encourages the meeting of deadlines, finds time to listen to others, does little things to make it pleasant to work with him, shows interest in others as persons, compliments others for their work, has an open ear, has others share in making decision.

In the new millennium, leaders face several challenges in their day to day operations. The scholars have called upon the modern leaders to remain calm under pressure to increase the work efficiency and profitability of the business. The practice of integrity also enables the organizations to achieve success. Consistency in the management of operations facilitates better organizational progress. The trustworthiness of management and leaders make lot of difference from the point of view of organizational development. The leaders should also develop emotional competencies to achieve higher levels of performance. The leaders are also required to lead the employees by setting good examples. A true leader protects the interest of the employees in times of peace and crisis. Constant communication between the leader and employees is essential for the meaningful institutional operations management. The leadership behaviours affect the status, reputation and prosperity of modern organizations. Hence, the management is responsible for fostering healthy,
positive and constructive leadership behaviours which contribute decisively toward the sustainable development of modern organizations.

1.2.4 Leadership in Modern Educational Organizations

Modern educational institutions face series of challenges in the present times. These institutions remain at the receiving end. There are several stakeholders of academic excellence and progress in modern society. The educational institutions are required to carry the stakeholders together, gain the confidence of the stakeholders and enlist active participation of stakeholders in the process of educational development.

The effective education leadership makes a difference in improving learning in modern times. The managements of educational institutions are required to invest in the development of academic leadership which is crucial for the integrated educational development.

In the age of globalization of education, the academic leaders face series of challenges. They are required to play the key role in helping organizations cope with the challenges they face from expanding knowledge and knowledge systems. The educational leadership draws upon interdisciplinary literature and educational leaders are bound to develop transformational leadership behaviours in order to do justice to their role as catalysts of educational progress. Professional development programmes for educational leaders relative to the specific leadership practices would create a collaborative culture of professional learning communities in modern educational institutions.
1.3 ORGANIZATIONAL CULTURE AND LEADERSHIP BEHAVIOUR OF PRINCIPALS OF COLLEGES OF TEACHER EDUCATION

1.3.1 Concept of Organization

An organization is a social arrangement which pursues collective goals. It has a boundary separating it from its environment. It is a social unit of people that is structured and managed to meet a need or to pursue collective goals. Modern organizations have a management structure that determines relationships between the different activities and the members and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. An organization is affected by the environment.

BusinessDictionary.com (2012) defines: “An organization is a social unit of people, systematically structured and managed to meet a need or to pursue collective goals on a continuing basis. All organizations have a management structure that determines relationships between functions and positions, and subdivides and delegates roles, responsibilities, and authority to carry out defined tasks. Organizations are open systems in that they affect and are affected by the environment beyond their boundaries”.

Broadly speaking, an organization is called in different names such as company, firm, concern, operation, corporation, institution, group, establishment, consortium, conglomerate, combine, syndicate, body, agency, federation, confederation, alliance, coalition, association, movement, society, league, club, network, confederacy and so on. It is indeed an organized group of people with a particular purpose, such as a business or government department. An organization consists of leadership, management, supervisory structure and work force. It is found in all walks of life including education in modern times.
1.3.2 Culture

The word ‘culture’ derives from the Latin word ‘colere’ which means to tend to the earth and grow, or cultivation and nurture. There are many terms that stem from the word culture. The term ‘cult’ suggests some kind of a religious organization. The cults exercise enormous power over individuals and groups of people. The culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. The word ‘culture’ is a collective name for all behaviour patterns socially acquired and transmitted by means of symbols.

Culture is also a way of life of a group of people the behaviours, beliefs, values, and symbols that they accept. The culture is a reflection of the norms, values, shared behavioural expectations and assumptions that guide the behavioural patterns of members in a contrived organization.

Culture is indeed a combination of knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. It is also a series of activities and worldviews that provide humans with the range of phenomena that are transmitted through social learning in human societies. Practically, culture is the set of customs, traditions and values of a society or community, such as an ethnic group or nation. In this sense, multiculturalism is a concept that values the peaceful coexistence and mutual respect between different cultures inhabiting the same territory.

1.3.3 Organizational Culture

Modern organizations are led by cultural ethos. The structure, system and functions of an organization are based on the culture of the organization. The norms, guidelines and operations of modern organizations are also primarily dependent upon
the culture of the organization cherished by the founders and builders over a period of time. Schein’s (1980) model of organizational culture has become an influential theory of organizational culture, beliefs and assumptions form the core of an organization’s culture. Organizational culture is understood as a multidimensional subject with the scope of organizational values.

Organizational culture refers to a set of some commonly experienced stable characteristics of an organization which constitutes the uniqueness of that organization and differentiates it from others.

An organization’s culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level. The culture of an organization can be distinguished by values that are reinforced within organizations. Schein (1992) defines: “Organizational culture is described as a mechanism of common assumptions that a group with the common objectives learns and then it externally adapts to and internally integrates with. Knowledge reflects the degree of how much an employee understands the organizational culture. Acceptance of culture refers to the degree of how much an employee has internalized the norms of organization. If the culture is valuable, then it holds the potential for generating sustained competitive advantages”.

Ogbonna (1993) opines: “Organizational culture is the interweaving of the individual into a community and the collective programming of the mind that distinguishes members of one known group from another. It is the values, norms, beliefs and customs that an individual holds in common with members of the social unit or groups”.

Schein (2004) defines organizational culture as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external
adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way they perceive, think, and feel in relation to those problems.

Ravasi and Schultz (2006) pointed out that organizational culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behaviour for various situations. It is also the pattern of such collective behaviours and assumptions that are taught to new organizational members as a way of perceiving and, even, thinking and feeling. Thus, organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization.

Organizational culture affects the way individuals make decisions, feel and act in response to the opportunities and threats affecting the organization. Organizational culture is the specific collection of values and norms that are shared by people and groups in an organization. The members of an organization should pursue and ideas about the appropriate kinds or standards of behaviour organizational members should use to achieve these goals. Organizational culture encompasses values and behaviours that contribute to the unique social and psychological environment of an organization.

1.3.4 Salient Features of Organizational Culture

Culture includes the organization’s vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. The prominent features of organizational culture include - knowledge about the organizational policy, work environment, values and beliefs, attitude towards work, work involvement and interpersonal relationship. Every organization develops and maintains a unique culture, which provides guidelines and boundaries for the behaviour of members of the organization.
Scholars have also studied the characteristics of organizational culture which include innovation (motivating the employees to adopt innovative means and methods), precision orientation (performing the works accurately), achievement orientation (placing emphasis on achieving maximum success), fairness orientation (placing value on protecting the interest of the organization), collaboration orientation (sharing the responsibility with the co-workers), competitive orientation (outperforming the competition at all costs), rule orientation (adhering to the norms and guidelines of the organization) and social responsibility orientation (serving the best interest of society).

Organizational culture reflects the underlying belief and value structure of an organization. Members of an organization in a given cultural environment share a common set of assumptions, beliefs and values which originate from the local environment. These cultural values from the environment have a very strong impact on the behaviour of the persons within the organization. The core of culture is formed by values which are not visible but shared by people even when membership in group changes. Organizations should strive for what is considered a healthy organizational culture in order to increase productivity, growth, efficiency and reduce counterproductive behaviour and turnover of employees.

1.3.5 Organization Culture in Teacher Training Institutions

Teacher Education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The teacher education includes all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.
The National Council for Teacher Education (1998) defines teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. The quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The teacher education encompasses teaching skills, sound pedagogical theory and professional skills. It is required to provide opportunities for prospective teachers to practice teaching in school settings while still in their preparation programs. The teacher education programme is undertaken on the basis of certain well defined criteria. The National Council for the Accreditation of Teacher Education was created to design well defined standards, policies, and practices of teacher education across the country.

Modern teacher training institutions are required to establish and maintain healthy and constructive culture of learning. A culture for learning refers to the atmosphere and energy level in a classroom where students are engaged in the pursuit of knowledge. The teacher is required to impart knowledge based on conviction, creativity and capacity to the students. In the present times, competitive education has become a new way of life. There is no place for mediocre students and teachers in modern society. The teacher training institutions are required to develop sound culture of learning in modern times.

The teacher training institutions should also develop a strong learning culture which emphasizes the value of learning from multiple sources. The heads of the institutions should also invite ideas and suggestions from all teachers with a commitment to consider every serious suggestion and reward those that are successfully implemented. The organizational structure and style of teacher education organization should be based on democratic values and professional norms. The
management is required to encourage meaningful collaboration between the principal and other teachers. The current international trend in education reform and restructuring is the decentralization of decision making powers to the local and school level. The vehicle of this reform is school-based management which implies an increase of the responsibilities of school management teams and school governing bodies.

Ainissyifa et al (2013) examined the practical steps to create a conducive academic atmosphere that cover observing and evaluating the supporting components, especially in the organizational culture. Organizational culture is believed to be a component that will provide a significant influence on academic improvement in higher education atmosphere. The organizational culture creation method on the implementation of higher education focused on culture related to academic activities, access to learning resources, the adequacy and accuracy of learning resources, student participation in curricular activities (including research) as well as co-curricular and extra-curricular activities, etc.

Famoorzadeh and Jafari (2014) assessed the organizational culture as a predictor of knowledge sharing among teachers in Tehran. The scholars report: “The suitable school environment is very influential in the process of knowledge sharing, because a proper knowledge is always created and shared at the right environment. Time is needed for changes in norms, values, and attitudes of knowledge culture in an organization. Creating programs for involving teachers in educating and learning will result in creating interest and desire for learning new knowledge and sharing it. By developing smart classes in schools, it seems teachers will need to learn new content for better and more applicable training to students. Creative and committed teachers should be supported and rewarded properly in an outstanding position”.
Arifin (2014) analyzed the organizational culture, transformational leadership, work engagement and stated: “Organizational culture is main predictor of work engagement. Therefore, organization aiming to increase work engagement can focus and pay attention to teachers’ perceptions of organizational culture, wherein the aspects of formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy are cultural aspects needed the most attention. Transformational leadership is relevant to predicting work engagement. Intellectual stimulation needs to be enhanced in giving a bigger role for teachers to make plans and targets intended to be reached and in assigning certain responsibilities to increase teachers’ sense of responsibility about their given authorities. Organizations may contribute to increasing work engagement by harmonizing the values held by teachers with organizational values through recruitment process, open communication, and leader behaviours”.

Dorczak (2014) evaluated the school organizational culture which is a neglected factor in teacher training and continual professional development. He noted: “Concept of organizational culture becomes popular among those interested in education from the very beginning of its presence in the field of general management theory. Growing interest of both researchers and educational practitioners in understanding of school organizational culture concept and the capacity of its building in real schools to serve educational processes are no doubt clearly visible in educational field especially during the last decade. It is because theories of school organizational culture help to describe complexity of schools as organizations with specific aims better than other concepts from the field of educational management. School culture is also recognized as the main factor contributing to development of learners through support of learning environment that helps to initiate and sustain
educational processes in schools. It is then especially striking that issue of school organizational culture is absent in discussions about teacher training and development as well as in existing programs of initial and continuing teacher training courses”.

In the new millennium, teacher training institutions are called upon to facilitate application of new media and develop a new culture of learning which provide for the digital media and learning movement that benefit teachers and students. Scholars have also developed certain principles which are designed to maximize learning in modern times. They include – empowering citizens for democracy, including teachers and students in the process of learning, providing authentic multi-level instruction, building coalition, public-private partnership, encouraging participation of parents and community and scientific evaluation of quality of education.

1.3.6 Organizational Culture and Principals

Scholars have used the typology of organizational culture in order to understand the organizational culture as a factor contributing to development of leadership style in the educational institutions. Empirical studies have reported that leadership and organizational culture are strongly intertwined and share a symbiotic relationship. The heads of the educational institutions should have a thorough understanding of organizational culture, its nature and impact in order to function effectively and deliver the goods properly.

“The principal as instructional leader has taken us only so far in the quest for continuous improvement. The central role that a principal plays in all the programmes of a school and the impact that he/she has on the tone and ethos which are conducive to teaching and learning is crucial in the process of building a sound culture of learning and teaching. We now must raise our sights and focus on principals as
leaders in a culture of change and the associated conditions that will make this possible on a large scale, sustainable basis including the transformation of the teaching profession. This will require system wide efforts at the level of schools, communities and districts, as well as radically more enlightened policies and incentives at the level of the state. Sustainability depends on it. Never has there been a more precious time to tackle this agenda than the next five years”.

The leaders are responsible for providing constructive work values and professional behavioural patterns to the teachers. A strong organizational culture emerges on the basis of strong unified behaviour, values and beliefs which are developed in the educational institutions over a period of time. The heads of the institutions have to appreciate their function in maintaining an organization’s culture. This would in return ensure consistent behaviour between teachers of the institution and create a healthy working environment.

In modern teacher training institutions, performance management is a continuous process. The principals who foster learning should observe and encourage high performance and coach teachers who are struggling. They help teachers set performance goals and measures that are tied to organizational goals. They meet regularly to discuss progress and provide guidance, redirect, or remove barriers as needed. The management should also observe critical performance criteria and provide frequent, objective feedback. It should hold principals accountable not only for the results their institution achieves but the leadership behaviours they use to achieve them.

Education is a fundamental human right and the bedrock of sustainable development. Education contributes to all three dimensions of sustainable development – social, economic, and environment. Quality education plays a crucial
role in shaping personal and collective identities, promoting critical social capital and cohesiveness, and responsible citizenship based on principles of liberty, equality, fraternity and justice which are the cornerstones of Indian Constitution. Modern teacher training institutions are required to develop a new culture of innovation which is vital for organizational survival in the 21st century.

Scholars have proposed different theories on organizational culture and leadership development in order to assist the principals to fine-tune managerial philosophies that provide orderly management. Scholars have advocated that traditional approaches to leadership development in teacher training institutions and other educational institutions would not meet the challenges of educational advancement. A new culture of educational organizations is required to ensure meaningful cultivation of values of autonomy, responsibility, independence, innovation, creativity, and pro-action among the principals and teachers. Empirical evidence suggests that in a specific cultural context a particular form of participative decision making is more appropriate than others.

1.4 JOB INVOLVEMENT AMONG PRINCIPALS OF COLLEGES OF TEACHER EDUCATION

1.4.1 Concept of Job Involvement

The job involvement of employees affects the status and prospects of modern organizations. The extent of job involvement matters from the point of view of production, productivity and prosperity of organizations. Job involvement has a direct correlation with job satisfaction and also influences the work performance, sense of achievement and unexplained absenteeism.

Dubin (1956) defined job involvement as the degree to which the job situation is a central life interest i.e., the degree to which the job is perceived to be the main source for the satisfaction of important needs versus non-job-oriented activities.
Lodahl and Kejner (1965) defined job involvement as the degree to which the job situation is central to the person and his/her psychological identity. Job involvement was further defined by Lodahl and Kejner (1965) as the healthy and positive engagement of an employee at work, whereas job alienation has been considered as its opposite pole involving a loss in terms of individuality, and estrangement from the work environment.

Job involvement is indeed the way a person looks at his job as a relationship with the working environment and the job itself. All these definitions point out that job involvement is mainly related with individual and his behaviour in the work, dealing with fellow beings, earnestness and enthusiasm in the work. The scholars have perceived that job involvement of the employees mattered most from the point of view of organizational development. Personal involvement in the job depends on the extent to which an individual seeks some self expression and actualization in his work. The theorists have hypothesized that highly job involved employees will put forth substantial effort towards the achievement of organizational objectives.

1.4.2 Measurement of Job Involvement

Job involvement is an important construct from both the individual and organizational perspective and has therefore received considerable attention from researchers over a period of time. Scholars have realized the need for measuring the extent of job involvement of the workforce since it is recognized as an important element of all Total Quality Management programs.

The implementation of job involvement measurements for a specific process should involve as many cognizant employees as possible to stimulate ideas and reinforce the notion that this is a team effort requiring buy-in from all involved in order to succeed. Substantial benefits are realized by organizations implementing job
involvement measurement programs. These benefits are realized almost immediately through an improved understanding of processes by all employees. Furthermore, individuals get an opportunity to receive a broadened perspective of the organization’s functions based on authentic data and experience.

Kanungo (1982) developed separate measures of job and work constructs using semantic differential, questionnaire, and graphic techniques. The results supported the conceptual distinction between job and work involvement.

The management is required to adopt the best practices in order to enhance the job satisfaction and job involvement of managers, supervisors and workers. Systematic parameters and practices of measurement of job involvement would enable the stakeholders of organizational development to identify how, when, and where to institute a wide range of changes. These changes cannot be sensibly implemented without knowledge of the appropriate information upon which they are based. Modern educational institutions are required to develop certain standardized approaches to implementing better job involvement measurement systems.

1.4.3 Job Involvement of Principals in Teacher Education Colleges

The principal is the leader of academic campus. He has to fulfill several tasks in the present times in order to achieve the goal of academic excellence. Studies indicate that teachers’ job involvement and progress of the student teachers are embedding with the role of the principal. The principal is like the hub of a wheel with teachers at the end of each spoke. Communication about instruction moves back and forth along the spoke to the hub but not around the circumference of the wheel.

As an instructional leader, the principal is not only responsible for knowing effective pedagogy; principals must also provide a good working environment and meaningful staff development opportunities for teacher educators. Principal, as a head
is held accountable for whatever occurs in the institution. If teacher educators are unhappy the principal is blamed for not developing a positive climate and not focusing on satisfaction. The principal has to shoulder the responsibilities willingly and voluntarily. A principal who is effective leader encourages interaction that promotes teachers reflection on learning and practice. As a result, teacher educators reflect more, use more diverse instructional strategies, and as well as better planners. The management plays a crucial role in the active involvement of the principals in the academic activities. An active principal can enhance teacher’s reflective behaviour and professional growth by providing literary resources, promoting more professional development opportunities, and encouraging reflection and organizational collaboration”.

The job involvement of principals assumes great significance in the present times. New tools are available for measuring the Job Involvement and performance of the principals in meaningful ways. Paying attention to the principal’s role has become all the more essential since modern educational institutions face several challenges. The role of the principal in modern educational institutions is a relatively new area of professional specialization even though it has a distinct position within the field of educational administration. The principal is expected to get actively involved in the academic endeavors. Effective principals are the strong educators, anchoring their work on central issues of learning and teaching and academic improvement. The principal needs to be aware of the need for active job involvement and professional leadership which are the pre-requisites to educational development.

Administrators have significant impact on the institutional environment, and the type of environment that they create is highly predictive of the level of job satisfaction and involvement for the teaching staff. The principals should create an
academic environment which correlates strongly with both increased student teachers
achievement and with teacher educator’s productivity and job satisfaction.

1.5 ATTITUDE OF PRINCIPALS OF COLLEGES OF TEACHER
EDUCATION TOWARDS TEACHING PROFESSION

Attitude has always been a subject of interest to many researchers across the
globe. It plays a crucial role in the lives of the people. Winston Churchill once said
“Attitude is a little thing that makes a big difference.” Attitudes play a major part in
determining a person’s personality. Attitude affects the way people perceive and act
towards people, objects or events that they encounter. Attitudes can also have an
effect on one’s social interactions. The survival and progress of organizations and
communities also depend on the attitude of the people. Modern educational
institutions also primarily depend on the attitude of principals and teachers for the
accomplishment of tasks in a competitive educational environment.

1.5.1 Concept of Attitude

Allport (1935) perceived attitude as ‘a mental and neural state of readiness,
organized through experience, exerting a directive or dynamic influence upon the
individual’s response to all objects and situations with which it is related.”

An attitude is an important concept to understand human behaviour. As
behaviour is composed of many attributes and one of these important attributes is
attitude.

The concept of attitude is used to explain individual differences, and to
understand and predict changes in human behaviour. It is generally agreed that an
attitude consists of three components: an affective, cognitive, and behavioural
component. Some theorists contend that beliefs play a pivotal role in the formation of
attitudes while others posit that affect is directly responsible for determining attitudes.
Attitudes serve as rationalizations for concealed or unconscious impulses and are themselves defended by further rationalizations. These considerations call into question some common techniques of attitude-assessment.

Generally speaking, an attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive. Most contemporary perspectives on attitudes also permit that people can also be conflicted or ambivalent toward an object by simultaneously holding both positive and negative attitudes toward the same object. An attitude can be as a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment, but there is a debate about precise definitions.

Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. An ideal principal can bring about meaningful attitudinal changes among the teachers. A good teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. It is appropriate to study the attitude of heads of the educational institutions and teachers who are actively involved in the noble profession of teaching.

Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, prospective-teachers must develop proper and positive attitudes towards their profession so that they can bring about a positive change in the life of their students. Attitudes towards profession are usually related with the status of the teaching profession and soundness of managing the teaching operations in modern educational institutions including teacher education colleges in India and abroad.
1.5.2 Theories of Attitude Change

Scholars have formulated certain theories which explain the phenomenon of attitude change. The Social Learning Theories of Attitude Change mainly focus on reinforced behaviour as the primary factor responsible for attitude development; say Smith and Ragan (1999). The Consistency Theories assume that individuals need to have consistency between and among their attitudes and behaviours and will modify one or both to achieve this balance, opine Zimbardo and Leippe (1991). The Affective Cognitive Consistency Theory examines the relationship between attitudes and beliefs and posits that individuals are in an unstable state when their attitudes towards an object, event or person and their knowledge about that object, event, or person are inconsistent, according to Simonson and Maushak (2001).

Smith and Ragan (1999) comment: “The Social Judgment Theories emphasize the role of prior attitudes in shaping attitude formation and change. They describe attitude as a kind of spectrum with ‘Latitude of Acceptance’ surrounding a current attitude; a new position is more likely to be accepted if it falls within this latitude and less likely to be accepted if it does not. This theory suggests that change in attitude position might be greater in response to the presentation of a moderate persuasive position than in response to a more extreme message”. The social judgment theory presents attitude change as a response to the receipt of a message that is not entirely congruent with the currently held attitude.

The Functional Theories suggest that attitudes serve a variety of psychological needs and that changing an attitude requires an understanding of its purpose in the life of the individual who holds it. The utility of this theory is limited by the fact that attitude research in this area has not produced a consistent set of categories relating attitudes to psychological needs; note Bednar and Levie (1993). Research has shown
that attitudes related to self-concept frequently perform an ego-defensive function and that ego-defensive attitudes are particularly difficult to change.

Theories of Attitude Formation, like Learning Theories, range from Early Stimulus-Response Explanations of Behaviourist Theorists to more recent approaches which emphasize the role of extensive cognitive processing. Although many of the theories of attitude formation are also applicable to attitude change, a distinction will be made here of those theories which explain the manner in which attitudes are formed initially. Those can be classified into five categories such as Mere Exposure, Associate Learning, Observational Learning, Self-Perception Theory and Functional Theory according to Crisp and Turner (2009).

1.5.3 Attitude in the Workplace

Bednar and Levie (1993) comment: “In reality, modern organizations cannot achieve their goals without adequately addressing the issue of poor attitude of the workforce. Empirical studies have highlighted that people with a positive attitude could lift the spirits of their co-workers and lead them towards better performance and prosperity. The workplace acts as an important source of generation of attitudes. The attitudes to work in turn have a crucial bearing not only on the quality of work but also on the health of the organization. The workers’ attitudes to work affect the organization in various spheres of its activity. The productivity of an organization is a major issue that depends on workers’ attitudes to work”.

The attitude of the management, heads of various divisions, managers, supervisors and workers has a tremendous impact on the success or failure of an organization. It affects everything from customer service to employee turnover and profits. The attitude of the teacher educators in the workplace directly affects job performance, teamwork, creativity, leadership, decision-making, and negotiations.
The attitude of the teachers matters because teachers are not isolated ‘emotional islands’. They have emphasized that organizational leaders should understand how certain affective experiences and expressions operate and influence organizational outcomes in modern organizations.

It is a well established truth that a positive attitude would help buffer negativity in the workplace. Maintaining a positive attitude adds emotional resilience to negative attitudes and continues to spiral toward greater well being, emotions and attitudes.

In modern educational institutions, the teachers are required to cultivate healthy and positive attitude towards their organization and work since it has a great impact on organizational development. In a professional work setting, poor attitude can affect everyone and cause conflicts among employees. The employees also need motivation from the management and heads of the department to function well in a competitive environment.

Poor attitude to work might include laziness, rudeness, tardiness, rumor mongering or any other activity or behaviour that deter the overall organizational goals and objectives. Poor attitude would have a detriment effect on work, causing employees to become apathetic and despondent which would result in the occurrence of mistakes more often, and output would likely to be down. The management has the responsibility of integrating the employees and enlisting their active participation in the institution building and educational promotion endeavors.

Whereas the positive attitude in the workplace helps teachers to accomplish their duties faster and in a better manner. The performance of teacher educators to a great extent depends on the good relationship they share with their colleagues. A good relationship can be established only when teacher educators demonstrate a positive
attitude towards their work and colleagues. Through positive energy, work becomes a
pleasure and teacher educators find it easier to achieve their goals.

The management is responsible for creating a democratic and healthy work
environment by fulfilling the reasonable needs and demands of the employees. It
should also address various issues like the union-management relationships, the
relationship among employees, the flexibility for innovation in the institution and the
goodwill of the institution depend on teachers attitudes to work. It is important to note
that a person with a negative attitude has the same power to influence others as a
person with a positive attitude. The difference appears in the results. Hence, constant
evaluation of the attitude of the teacher educators and fulfillment of the moral, ethical
and professional obligations become crucial from the point of view of achieving
academic excellence in the modern educational institutions.

1.5.4 Attitude of Principals of Teacher Education Colleges

The head of the teacher educational institution plays a crucial role in the
sustainable development of teacher educators, student teachers and organization. The
principal is the most dominant factor in achieving the goals of the institutions. As the
instructional leaders of their institutions, principals have been key players not only in
restructuring regular programs, but also in leading special education initiatives for
inclusion.

Principals are the institution builders. The role of the principal should expand
to include the responsibilities of designing, managing, and implementing academic
change efforts. As the institutional leader, the principal has the major influence on
resource allocation; staffing, structuring, flow of information and operating processes
that determine what shall be and shall not be done in the educational institution. As a
leader principal should generate awareness in the teachers, pushing them to higher
levels of ability by individualized consideration, intellectual stimulation, inspirational motivation and idealized influence.

Kholi L. (2015) noted that college principals had great social responsibility of creating environmental awareness, consciousness and responsibility among the people.

The leadership styles of principals are subjected to series of scientific investigations in modern times. There is a serious need for change of attitude and style of functioning of principals in modern educational settings. Therefore the successful implementation of inclusion is largely dependent on the principal’s leadership style and attitude.

1.5.5 Leadership Behaviour and Attitude of Principals Towards Teaching Profession

Leadership in learning organizations is ultimately a more important work. In a learning organization, leaders’ roles differ from that of the charismatic decision maker. Leaders are designers, teachers and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models and to foster more systematic patterns of thinking. Leaders engaged in building the learning organizations logically feel part of a larger purpose that goes beyond their organization. The adequate opportunities should be created for the change of mindset and leadership style of the heads of educational institutions in modern times.

The leadership of the college principal is critical for achieving the goals of academic excellence and accountability in modern times. The management is primarily responsible for the attitudinal change and improvement of behavioural patterns of principals. The leadership practices exhibited by the principal would help
foster a collaborative environment in which teachers work together in professional learning communities to improve academic performance. The teacher training institutions also demand the presence of shared and distributed leadership practices of principals. Therefore, it is incumbent upon the college principals to develop and foster a collaborative academic culture that engages in shared leadership practices, and provides teachers with continual support and encouragement. A transformative and distributed leadership approach would help support college environments where professional learning communities flourish.

1.6 NEED AND IMPORTANCE OF THE STUDY

The organizational culture is the embodiment of the relationship between the principal and the staff and staff to staff as influenced and regulated by work place regulations within the frame work of legislation. A positive organizational culture is likely to ensure high level of teacher educator’s loyalty, good organizational citizenship and more productivity. In the age of competitive business management, organizations are required to develop a positive and supportive organizational culture which promotes correct application of healthy, positive and constructive norms and guidelines of organization. Organizational culture is influenced by work related practices framed by the organization which needs a detailed investigation.

Modern organizations are indeed complex by nature. The effective functioning of organization heavily depends on strong organizational culture. Management experts have stated that organizational culture is linked with or connected with positive organizational results. An organization achieves the maximum performance on the basis of sound organizational culture and leadership behaviour of the managers and supervisors. Leadership behaviour and organizational culture are so interrelated
that the efficacy of one enriches the other, and vice-versa. The leadership behaviour is pruned and rejuvenated in the refinery of organizational culture.

Studies have revealed that achieving organizational effectiveness like, commitment, involvement, interactions, interpersonal relationship, social relationship, flexibility, organizational learning, novelty and innovation etc all depends on the organizational culture. A strong organizational culture is eminent for improving the leadership behaviour, work commitment and loyalty towards the organization. Scholars have noted that strong organizational culture paves way for the growth and prosperity of the organization.

Job involvement refers to the extent to which the teacher educators identify themselves with the organization and profession. The involvement of teacher educators greatly depends on their attitude towards the profession, organization and people. The attitude of the teacher educators matters in the greater part from the point of view of loyalty to the institutions, accountability to the society and involvement with the profession. The leadership behaviour of organizational leaders affects the performance of the teacher educators.

Teachers are important pillars of the educational system of any nation. They are considered to be the nation builders. The teachers are also required to play multifaceted roles in modern society. They are responsible for developing a new culture of learning in modern society. The principals are responsible for motivating the teachers to develop healthy attitude, involve in the job actively and render useful services to the institutions as well as society. Studies have reported that the number of educational institutions has grown commendably in both public and private sectors in India and abroad. Scholars have noted that the quality, competency, dedication and commitment in teachers are showing upward trends. The principals are indeed the
driving force in modern educational institutions. The role of principals in institution building and professional development processes primarily depends on organizational culture and leadership behaviour. The principals also function effectively through active job involvement if their leadership behaviour is rejuvenated on the basis of sound norms, guidelines and practices. The principals can also be motivated to change their attitude and function effectively on the basis of suitable modification and reformation of leadership behaviour.

The role of principal of colleges of teacher education is very crucial in modern times. The personality and leadership behaviour of the principal makes or mars the progress of educational institutions in general and quality of education system in particular. Studies have emphasized that leadership behaviour of principal’s matter from the points of view of organizational development and professional advancement. The review of literature clearly indicates that adequate scientific investigations are not carried out in Karnataka state on leadership behaviour of principals of colleges of teacher education in relation to their organizational culture, Job Involvement and attitude towards profession. Hence, the present study assumes profound significance academically and otherwise.

1.7 STATEMENT OF THE PROBLEM

The quality of education of students primarily depends on the quality of education of teachers. The goal of teacher education is to produce creative, committed, resourceful and competent teacher educators. The teacher educators are required to develop both pedagogical and practical skills and capacity in order to make the system of teacher education more innovative and fruitful in the present time. The principal is primarily responsible for transforming the leadership behaviour and promoting leadership qualities. Leadership behaviour and organizational culture are inter-related and are like root and branches of a tree.
Hence, the teacher education is definitely a challenging task since it is required to renovate leadership behaviour and develop leadership qualities in the principal, promote or encourage organizational culture, enhance job involvement and revolutionize the attitude of principals of the colleges of teacher education.

The statement of the problem is: “Leadership Behaviour of Principals of Colleges of Teacher Education in relation to their Organizational Culture, Job Involvement and Attitude towards Profession”.

1.8 OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To examine the relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Organizational Culture.

2. To examine the relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Job Involvement.

3. To examine the relationship between Leadership Behaviour of principals and the Attitude towards Profession.

4. To study the difference between Leadership Behaviour of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years.

5. To study the difference between Organizational Culture of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years.
6. To study the difference between Job Involvement of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience - Below 5 years, 5-10 years, Above 10 years

7. To study the difference between principals Attitude towards profession in colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience - Below 5 years, 5-10 years, Above 10 years.

1.9 HYPOTHESES OF THE STUDY

   Based on the objectives of the study, the researcher formulated the following null hypotheses in the present study:

1. There is no significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Organizational Culture.

2. There is no significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and their Job Involvement.

3. There is no significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and their Attitude towards profession.

4. There is no significant difference between Leadership Behaviour of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years.
5. There is no significant difference between Organizational Culture of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years

6. There is no significant difference between Job Involvement of principals of colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years.

7. There is no significant difference between principals Attitude towards their profession in colleges of Teacher Education with respect to the following categories of variables.
   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years

1.10 VARIABLES OF THE STUDY

The variables of the present study drop into two categories, viz., Criterion Variables and Background Variables.

(A) CRITERION VARIABLES
   • Leadership Behaviour
   • Organizational Culture
   • Job Involvement
   • Attitude towards Profession

(B) BACKGROUND VARIABLES
   • Gender
   • Experience as Principal
   • Rural/Urban
1.11 OPERATIONAL DEFINITIONS OF THE KEY TERMS

The key terms that are used in the study are defined operationally as follows.

1.11.1 Leadership Behaviour

Leadership Behaviour has been operationally defined in the present study as the driving force of an Organization wherein the principals of colleges of teacher education exhibit certain qualities for the success of the Organization. In an educational institution, the principal to be a good leader should have the nature of influencing, motivating and inspiring both teacher educators and student teachers to create vision and achieve it, and he is the one who leads the group towards the accomplishment of a common goal.

In this study, Leadership Behaviour is represented by the scores obtained by administering the tool, Leadership Behaviour Scale developed by Dr. Asha Hinger (2005).

1.11.1.1 Dimensions of Leadership Behaviour

(1) Emotional Stabilizer (ES)

Capable of providing emotional stability to ones employees. Motivating, inspiring and energizing them to overcome major socio-economic hurdles. Apart from the organizational requirement, one’s ego needs must be kept under control, as depicted by

(a) Balanced Behaviour.

(b) Empathy.

(c) Absence of prejudice.

(d) Substantial patience, and

(e) Managing the Emotions of self and others.
(2) Team Builder (TB)

Able to have proper alliance, with clear communication with members of the team so as to motivate them to work for a vision with dedication, must also entertain multiple perspectives by appreciating, conversing and diverging viewpoints for better achievement. The leader must encourage team work and

(a) Prefer Collaborative decision making.
(b) Resolve problems of members.
(c) Maintain team cohesion.
(d) Possess team spirit, and
(e) Avoid unhealthy competition among members.

(3) Performance Orientor (PO)

Shows concern for the accomplishment of tasks in stipulated time by instituting strategies that are adaptable to change for enhancing overall organizational performance. The leader should emphasize

(a) Prioritization of work.
(b) Achievement motivation.
(c) Adherence to high standards of performance.
(d) Regular rejuvenation, and
(e) Impregnable (Resists all attacks).

(4) Potential Extractor (PE)

Focuses on development and utilization of skills and abilities of individuals. Capabilities of leader would lie in exploring and channelizing the latent potentialities in a proper manner so that their fuller utilization is ensured. Their requires

(a) Identification of potentials.
(b) Providing proper opportunities to employees.
(c) Proper channelization of individual’s potentials.
(d) Delegating adequate authority, and
(e) Building confidence for overall development.
(5) **Socially Intelligent (SI)**

Develops relationship based on empathy, support, challenge and respect, with successive personal transformations according to opportunities and situations. The leader should have abilities of -

(a) Proper use of body language.

(b) Good listener and analyzer.

(c) Clarifying limitations and constraints.

(d) Resolving conflicts tactfully, and keeping track of overall latest developments.

(6) **Value Inculcator (VI)**

Inculcation of values promotes axiological potentials in the organization by percolating competencies down the various levels of organization. This would require

(a) Commitment to work.

(b) Organizational loyalty.

(c) Time management.

(d) Trust based relationship, and

(e) Acceptance for mistakes and failures

1.12 **DELIMITATION OF THE STUDY**

The tools on Job Involvement and Attitude towards Profession were validated and reliability was established, but not standardized.

1.13 **ORGANIZATION OF THE THESIS**

The study has been structured in the five chapters based on the materials presented in each of them.

The First Chapter consists of Introduction, need and importance of the study, statement of the problem, objectives of the study, hypotheses of the study, operational definitions of the key terms used and the delimitation of the study.
The Second Chapter deals with the Review of Related Literature. It deals with review of studies related to Leadership Behaviour, Organizational Culture, Job Involvement of Professionals and Attitude toward Profession.

The Third Chapter entitled Methodology of the Study contains the details on the design, nature and variables of the study. It also focus on the locale of the study, sampling of the study, tools used for the study, administration and scoring of the tools, procedure followed for the data collection and the description of the statistical techniques adopted.

The Fourth Chapter has information regarding organisation, tabulation, analysis of the data and the interpretation of the data with discussion.

In the Fifth Chapter, summary of the major findings, educational implications and suggestions for further studies.