CHAPTER – V

SUMMARY OF THE MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

Leadership is a complex process which sets the standards, qualities or competencies which differentiate the successful from the unsuccessful ones. Leadership explains that leaders can influence their subordinates in order to achieve organizational goals; therefore the capability of a leader to lead and motivate the employees at the same time can never be overlooked. Leaders and employees are dependent. The success of the organization in achieving its goals depends on how the leaders lead their organization and which leadership styles they use. The suitable leadership styles can affect the commitment, productivity and even job satisfaction of employees. Organizational culture has assumed considerable importance in the 21st century, because of its impact on employee performance and job satisfaction. It is the imperative of every organization to understand its own dynamic culture so that managers can capitalize on the insights generated by the cultural perspective to wield greater control over their organizations. The culture of an organization has an important impact on its performance. In fact, the difference between organizational success and failure significantly depends on organizational culture to impact organizational operation. Organizational culture is a powerful and observable force in any organization. It affects the company’s well-being as it is made up of its members’ shared values, beliefs, symbols and behaviours. Culture directs employees’ decisions and actions at any level. It can influence attitudes and behaviour of employees because organizational culture reflects values, beliefs and behavioural norms of an employee.
5.2 SIGNIFICANCE OF THE STUDY

Leadership and Organizational Culture

A large part of an organization’s culture develops from its leadership while on the other hand, a culture of an organization can also affect the development of its leadership. For instance, it was found that the role expectations of a supervisor have a positive influence on subordinates’ innovative behaviour. The relationship of leader and follower is based on leader member exchange theory and positively related with employees’ performance. Employees can produce more creative and high quality work when they were supervised in a supportive manner. It was also found that organizational culture and leadership are united. The interconnection of the relationship between those two can be clarified in the organizational life cycle. Leadership styles and organizational culture itself can create a positive and significant relationship. There are various research findings in the literature examining the relations between certain leadership styles such as transformational leadership and organization’s innovative orientation.

5.2.1 Leadership Style and Organizational Commitment

The task of a supervisor is not to only command but to persuade employees. The effectiveness of leaders to lead an organization depends on how they deal with the employees as it affects their motivation. Therefore, it is crucial for managers to influence, assist and support the employees’ plans, proposals and even motivate them to execute their own decision and ideas. Employees may show signs of commitment to their employer as an expression of contentment prior in receiving support by their employer. It is found that there is a positive relationship between organizational commitment with the outcome measures of supervisory trust, job involvement, and job satisfaction which ultimately increase trust in the leaders. In this regard,
leadership style plays an important role in influencing organizational effectiveness and efficiencies that affect the employees’ organizational commitment. Therefore, it is likely that leadership style may have its own significant effect on organizational commitment. Leaders carry an important function in an organization on assisting the employees’ commitment in completing their daily tasks in the organization. Thus, it is crucial for leaders to understand their employees’ needs as they will affect the organizational commitment directly or indirectly.

5.2.2 Organizational Culture and Organizational Commitment

Organizational culture acts as an important predictor in generating commitments and enhancing performances. When employees are not happy at work, they are less committed and tend to look for other opportunities outside. If the opportunities are unavailable or far reaching, they will stray themselves away from the organization emotionally. This will affect one’s organizational commitment. Organizational culture can be assumed as the mediator towards organizational commitment. Organizational culture that can be accepted and committed by employees full heartedly will help them achieve superior performances over the long run. Brewer has conducted a research about the effects of organizational culture on organizational commitment He found that bureaucratic nature in a culture always has a negative relationship with employees’ commitment. Bureaucratic culture in an organization can hinder an employee’s job effectiveness. There will be a positive outcome when the culture is supportive which eventually result in increased commitment and involvement of employees. It is believed that in order for the employees to be more committed and supportive of an organization’s aims and objectives, an achievement-based culture or a mission culture should be created. Employees’ commitment would result in the active agreement and also the support
towards organization’s objectives. It is proven from bureaucratic work practices that often result in less commitment of employees while supportive work environment would result in greater commitment.

5.3 LOCALE OF THE STUDY

The present study has been conducted at all the Four Educational Divisions of Karnataka State namely Bangalore Division, Belgaum Division, Kalburgi Division and Mysore Division which consists of both rural and urban areas.

5.4 STATEMENT OF THE STUDY

The present study is stated as “Leadership Behaviour of Principals of Colleges of Teacher Education in relation to their Organizational Culture, Job Involvement and Attitude towards Profession”.

5.5 METHODOLOGY OF THE STUDY

It is a Descriptive study employing Survey method to collect the data from both male and female principals of colleges of teacher education from all the Four Educational Divisions of Karnataka State.

5.6 PROCEDURE OF THE STUDY

The tools were administered to both male and female principals of colleges of teacher education located in both rural and urban areas of four educational divisions of Karnataka State.

The principals of colleges of teacher education constituting the sample were requested and reminded repeatedly to complete the tools as early as possible even though there is no time limit. According to the instructions mentioned in the tools, the responses will be kept strictly confidential and will be used for research purpose only. Scoring and entry of data has been done according to the procedure mentioned in the tool. Data has been entered without any mistakes. Data has been analyzed and
interpreted in detail to acquire the appropriateness of the present study. Interpretation has been discussed in detail to justify the effectiveness of the present study.

5.7 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

5.8 HYPOTHESES OF THE 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 Teacher Education with respect to the following groups 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 groups 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 groups 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 groups of variables.

   (a) Male and Female
   (b) Rural and Urban
   (c) Experience- Below 5 years, 5-10 years, Above 10 years

5.9 VARIABLES OF THE STUDY

   The variables of the present study fall 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
5.10 OPERATIONAL DEFINITIONS OF THE KEY TERMS

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

5.10.1 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).

5.10.1.1 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)

The 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.
5.11 POPULATION AND SAMPLE OF THE STUDY

(A) Population of the Study

The present study consists of 320 B.Ed. colleges from all the four Educational Divisions of Karnataka State, and both male and female principals constituted the population of the study.

Stratified Random Sampling Procedure has been followed to select the sample for the study.

EDUCATIONAL DIVISIONS OF KARNATAKA STATE

Bangalore Division

1. Shimoga
2. Davanagere
3. Chitrdurga
4. Tumkur
5. Bangalore Rural
6. Bangalore Urban
7. Kolar

Belgaum Division

1. Bagalkote
2. Belgaum
3. Bijapur
4. Dharwad
5. Gadaga
6. Havari
7. Uttara Kannada

Kalburgi Division

1. Bellary
2. Bidar
3. Gulbarga
4. Koppala
5. Raichur

Mysore Division

1. Mysore
2. Mandya
3. Hassan
4. Kodagu
5. Chikkamagaluru
6. Udupi
7. Daskina Kannada
8. Chamarajanagar

(B) Sample of the Study

The sample taken for this study as per Morgan Table is 175 B.Ed. colleges from four Educational Divisions. Bangalore Division has 7 districts, Belgaum Division has 7 districts, Kalburgi Division has 5 districts and Mysore Division has 8 districts. The sample selected through Stratified Random Sampling Procedure. The details are given as follows.
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<th>Region</th>
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NOTE: The total number of the sample is based on the Morgan table.
5.12 TOOLS USED FOR DATA COLLECTION

To verify the hypotheses of the study, the researcher needed to use valid and reliable instruments. The research tools that were used to collect the necessary data are as shown in the table.

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5.13 MAJOR FINDINGS OF THE STUDY

1. There is a significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Organizational Culture.

2. There is a 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 male and female principals of colleges of Teacher Education.

5. There is a significant difference between Leadership Behaviour of principals of rural and urban colleges of Teacher Education.

6. There is a significant difference between Leadership Behaviour of principals of colleges of Teacher Education having experience of Below 5 years, 5-10 years and above 10 years.
7. There is no significant difference between Organizational Culture of male and female principals of colleges of Teacher Education.

8. There is very high organisational culture among the principals of colleges of teacher education who have above ten years experience than the other two groups.

9. There is no significant difference between Job Involvement of Male and female principals of colleges of Teacher Education.

10. There is a significant difference in the Job involvement of principals of rural and urban colleges of Teacher Education.

11. There is high job involvement among the principals of colleges of teacher education who have above ten years experience than the other two groups.

12. There is no significant difference in the attitude towards their profession between Male and female principals of colleges of Teacher Education.

13. There is high attitude towards the profession among principals of colleges of teacher education who have above ten years experience than the other two groups.

5.14 EDUCATIONAL IMPLICATIONS

The perusal of the aforesaid discussion proposes a number of vital managerial inferences. In order to create organizational commitment; an organization needs to have good quality leaders. Any big organizations comprise of great leaders and leadership which is one of the important skills needed to sustain superior performances. Good leadership and healthy organization culture works in tandem in creating a full bar of commitment in an organization. How the leaders lead will influence on how the organization culture will turn out to be and even the commitment of the employees.

The leaders live their organization’s values and personify the practices they expect from their colleagues. By practicing what they want others to do, leaders can
imply on which course their colleagues should pursue when making decisions. Organization culture itself affects one’s commitment because without a good and healthy culture, it will lessen the commitment of the employees.

The culture helps the organization to accomplish what it desires on the basis of their employees commitment. Organization culture has motivating impact for employees to improve their own and organizational performances. Next, implication of this study involves the leadership styles. Leaders should know what and when the styles should be used. In the field of teacher education, through task explaining and job request, transactional leadership promotes target orientations as it helps to achieve the highest level of overall team performance and also be able to lead and promote inferiors throughout these conducts. It is well documented that transactional leaders make decisions with and for stakeholders, taking into account their needs, and they see the goals that needs to be achieved.

Through this research, the researcher hopes to provide a clearer view regarding the relationship of leadership, organizational culture and organizational commitment in educational institutions. The study is timely as the results would be beneficial for the educational sector. It helps people in the organizations to understand, predict and control their internal and external environment. As teacher education is becoming more complex and rapidly changing, the teacher educators are required to equip themselves with information and knowledge that will enable them to keep up with the changes. In order to create a better commitment in an organization with the involvement of leadership and organizational culture, colleges of teacher education should take the initiative to produce more leaders with good qualities. Colleges of educations with effective leaders will be successful as they will focus on
the stead fast in producing good and able prospective teachers which is the requirement for the present society.

Leaders with good qualities can empower their employees, thus maintaining and sustaining the stability of the organization. The human resource can play their part as well by creating more leadership development programs and trainings. The programs will enable employees to enhance their inner qualities and mould them to become successful leaders, and also help existing managers to develop their leadership qualities in becoming a more productive manager. Human resource department can conduct several leadership development programs periodically, which enable aspiring leaders and managers to enhance their managerial skills and abilities.

Institutions should also create good leadership values in their organization. They should improve communication channels in organization as communication is vital in a human relationship. It acts as an approach medium between students and it also help to establish a strong and quality relationship between them. Programs like team building that involves everyone in the organization should be emphasized. The mass media communication in an organization should be lessen and organization need to rely more on verbal communication as it is more detailed and direct. Leaders and employees should always go for one to one or even group discussion. It allows a leader to understand employees’ needs and issues and focus on how to further improve performance.
5.15 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study can be conducted at different levels of school education taking more variables.

2. The study can be conducted on the principals have science and arts background and their leadership qualities on organization culture.

3. The present study can be conducted taking the entire south India into consideration.

4. The study can also be extended to cover the entire India with appropriate variables and comparison.