ABSTRACT

In the colleges of Teacher Education, the Quality of Education of the student teachers has primarily depends upon the Quality of Education of teacher educators. Imparting higher education depends on the attitudes and professionalism of principals of colleges of teacher education. Leadership is one of the most complex human behaviour of principals of teacher education colleges. Ensuring Quality Education in the teacher colleges is based on the principals. A principal has to be a good leader, motivator, counsellor and a man of vision. In the present context teacher education is definitely a challenging task which needs renovative leadership who promotes Organizational culture and involves in his profession of teaching as well as administrating the colleges. Modern management experts have stated that Organizational culture is linked with positive organisational results. Many studies reveal the need for positive attitude of a leader for the smooth functioning of organisation.

The present research study aims to examine the objectives like, to examine the relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Organizational Culture; between Leadership Behaviour of principals of colleges of Teacher Education with respect to the categories of variables: (a) Male and Female, (b) Rural and Urban, (c) Experience- Below 5 years, 5-10 years, Above 10 years; between Job Involvement of principals of colleges of Teacher Education with respect to the categories of variables: (a) Male and Female, (b) Rural and Urban, (c) Experience - Below 5 years, 5-10 years, Above 10 years; between principals Attitude towards profession in colleges of Teacher Education with respect to the
categories of variables: (a) Male and Female, (b) Rural and Urban, (c) Experience - Below 5 years, 5-10 years, Above 10 years.

The hypotheses formulated to examine the objectives of the study like, there is no significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and their Attitude towards profession; there is no significant difference between Leadership Behaviour of principals of colleges of Teacher Education with respect to the categories of variables: (a) Male and Female, (b) Rural and Urban, (c) Experience- Below 5 years, 5-10 years, Above 10 years. Appropriate methodology has been used to test the hypotheses. The study is Descriptive Survey Method by conducting field survey to collect the research data. The questionnaires were administered to the Principals of College of Teacher Education. Leadership Behaviour Scale standardised by Asha Hinger (2005), Organizational Culture Scale standardized by Udai Pareek (2002), Job Involvement Scale and Attitude towards Professional Scale developed by the investigator. Following the Morgan table 175 B.Ed. colleges from all the four educational divisions of Karnataka state is selected for collecting data adopting Stratified Random Sampling Technique. The collected data has been tabulated to draw the inferences.

The statistical techniques used for data analysis are: Pearson’s Product Moment Correlation, t-test and One-Way ANOVA. The findings of the study revealed that there is a significant difference between Leadership Behaviour of principals of rural and urban colleges of Teacher Education. 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. 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. There is no significant
difference between Job Involvement of Male and female principals of colleges of Teacher Education. There is a significant difference in the Job involvement of principals of rural and urban colleges of Teacher Education. There is high job involvement among the principals of colleges of teacher education who have above ten years experience than the other two groups. 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.

The thesis contains five chapters in which the first chapter deals with 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 with 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. The fifth chapter deals with summary of the major findings, educational implications and suggestions for further studies.