CHAPTER V

FINDINGS, INTERPRETATIONS AND SUGGESTIONS

5.01 INTRODUCTION

The investigator has investigated on the title “MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”, on the basis of the analysis of data collected through the administration of the tool. The major findings are given below.

5.02 FINDINGS

5.02.1 FINDINGS FROM PERCENTAGE ANALYSIS

Table 4.1

1. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding coercive autocracy is 16.19% low, 69.52% average and 14.29% high in Kerala.
2. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding benevolent autocracy is 22.86% low, 57.14% average and 20.0% high in Kerala.
3. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding manipulative autocracy is 20.00% low, 63.81% average and 16.19% high in Kerala.
4. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding consultative autocracy is 13.33% low, 71.43% average and 15.24% high in Kerala.
The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding laissez faire approach is 20.95% low, 56.19% average and 22.86% high in Kerala.

Table 4.2

1. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators is 22.86% low, 58.10% average and 19.05% high in Kerala.

2. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators is 14.29% low, 71.43% average and 14.29% high in Kerala.

3. The level of organizational climate of principals of colleges of education as perceived by teacher educators is 23.81% low, 54.29% average and 21.90% high in Kerala.

4. The level of organizational control of principals of colleges of education as perceived by teacher educators is 20.95% low, 57.14% average and 21.90% high in Kerala.

5. The level of personal influences of principals of colleges of education as perceived by teacher educators is 23.81% low, 51.43% average and 24.76% high in Kerala.

Table 4.3

1. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 16.33% low, 67.34% average, 16.33% high; 16.07% low, 71.43% average and 12.50% high respectively in Kerala state.
2. The level of coercive autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 16.00% low, 74.9% average, 10.00% high; 22.50% low, 60.00% average, 17.50% high; 0% low, 80.00% average and 20.00% high respectively in Kerala state.

3. The level of coercive autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 38.10% low, 42.86% average, 19.05% high; 10.96% low, 75.34% average, 13.70% high; 14.29% low, 71.43% average, 14.29% high; 0.00% low, 100.00% average and 0.00% high respectively in Kerala state.

4. The level of coercive autocracy of principals of colleges of education as perceived by rural and urban teacher educators is 10.20% low, 71.43% average, 18.37% high; 21.43% low, 67.86% average and 10.71% high respectively in Kerala state.

5. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 8.70% low, 71.74% average, 19.56% high; 22.03% low, 67.80% average and 10.17% high respectively in Kerala state.

6. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 23.08% low, 23.08% average, 03.84% high; 13.92% low, 68.35% average and 17.73% high respectively in Kerala state.

7. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 16.95% low, 69.49% average, 13.56% high; 15.22% low, 69.57% average and 15.22% high respectively in Kerala state.
8. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 16.67% low, 70.00% average, 13.33% high; 15.56% low, 68.89% average and 15.56% high respectively in Kerala state.

9. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 80.00% average, 00.00% high; 16.46% low, 65.82% average, 17.72% high; 14.29% low, 80.95% average and 04.76% high respectively in Kerala state.

10. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 16.48% low, 68.13% average, 15.38% high; 14.29% low, 78.57% average and 07.14% high respectively in Kerala state.

11. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 63.27% average, 20.41% high; 17.02% low, 72.34% average, 10.64% high; 11.11% low, 88.89% average and 0.00% high respectively in Kerala state.

12. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 15.00% low, 70.00% average, 15.00% high; 16.92% low, 69.23% average and 13.85% high respectively in Kerala state.

13. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra
activities is 11.11% low, 66.67% average, 22.22% high; 17.24% low, 70.11% average and 12.64% high respectively in Kerala state.

**Table 4.4**

1. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 63.27% average, 18.37% high; 26.79% low, 51.79% average and 21.43% high respectively in Kerala state.

2. The level of benevolent autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 60.00% average, 18.00% high; 20.00% low, 57.50% average, 22.50% high; 33.33% low, 46.67% average and 20.00% high respectively in Kerala state.

3. The level of benevolent autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 57.14% average, 19.05% high; 20.55% low, 57.53% average, 21.92% high; 57.14% low, 28.57% average, 14.29% high; 0.00% low, 100.00% average and 0.00% high respectively in Kerala state.

4. The level of benevolent autocracy of principals of colleges of education as perceived by rural and urban teacher educators is 26.53% low, 55.10% average, 18.37% high; 19.64% low, 58.93% average and 21.43% high respectively in Kerala state.

5. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 21.74% low, 56.52% average, 21.74% high; 23.73% low, 57.63% average and 18.64% high respectively in Kerala state.
6. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 65.38% average, 23.00% high; 26.58% low, 54.43% average and 18.99% high respectively in Kerala state.

7. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 26.09% low, 56.52% average and 17.39% high respectively in Kerala state.

8. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 20.00% low, 57.78% average and 22.22% high respectively in Kerala state.

9. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 60.00% average, 40.00% high; 22.78% low, 59.49% average, 17.72% high; 28.57% low, 47.62% average and 23.81% high respectively in Kerala state.

10. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 24.18% low, 57.14% average, 18.68% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.

11. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 28.57% low,
53.06% average, 18.37% high; 19.15% low, 61.70% average, 19.15% high; 11.11% low, 55.56% average and 33.33% high respectively in Kerala state.

12. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 20.00% low, 50.00% average, 30.00% high; 24.62% low, 61.54% average and 13.85% high respectively in Kerala state.

13. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 21.84% low, 59.11% average and 18.39% high respectively in Kerala state.

Table 4.5

1. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator as 16.33% low, 63.27% average, 20.41% high; 23.21% low, 64.29% average and 12.50% high respectively in Kerala state.

2. The level of manipulative autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator as 16.00% low, 64.00% average, 20.00% high; 25.00% low, 60.00% average, 15.00% high; 20.00% low, 73.33% average and 6.67% high respectively in Kerala state.

3. The level of manipulative autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 14.29% low, 66.67% average, 19.05% high; 19.18% low, 65.75% average, 15.07% high; 42.86% low, 28.57% average, 28.57% high; 25.00% low, 75.00% average and 0.00% high respectively in Kerala state.
4. The level of manipulative autocracy of principals of colleges of education as perceived by rural and urban teacher educators as 20.41% low, 65.31% average, 14.29% high; 19.64% low, 62.50% average and 17.86% high respectively in Kerala state.

5. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 17.39% low, 63.04% average, 19.57% high; 22.03% low, 64.41% average and 13.56% high respectively in Kerala state.

6. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 3.85% low, 80.77% average, 15.38% high; 25.32% low, 58.23% average and 16.46% high respectively in Kerala state.

7. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 25.42% low, 57.63% average, 16.95% high; 13.04% low, 71.74% average and 15.22% high respectively in Kerala state.

8. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 60.00% average, 18.33% high; 17.78% low, 68.89% average and 13.33% high respectively in Kerala state.

9. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 100.00% average, 0.00% high; 21.52% low, 59.49% average, 18.99% high; 19.05% low, 71.43% average and 9.52% high respectively in Kerala state.
10. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 19.78% low, 61.54% average, 18.68% high; 21.43% low, 78.57% average and 0.00% high respectively in Kerala state.

11. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 69.39% average, 14.29% high; 21.28% low, 57.45% average, 21.28% high; 33.33% low, 66.67% average and 0.00% high respectively in Kerala state.

12. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 27.50% low, 60.00% average, 12.50% high; 15.38% low, 66.15% average and 18.46% high respectively in Kerala state.

13. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 66.67% average, 5.56% high; 18.39% low, 63.22% average and 18.39% high respectively in Kerala state.

Table 4.6

1. The level of consultative leadership of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 8.16% low, 71.43% average, 20.41% high; 17.86% low, 71.43% average and 10.71% high respectively in Kerala state.

2. The level of consultative leadership of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 12.00% low,
70.00% average, 18.00% high; 12.50% low, 72.50% average, 15.00% high; 20.00% low, 73.33% average and 6.67% high respectively in Kerala state.

3. The level of consultative leadership of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 9.52% low, 76.19% average, 14.29% high; 16.44% low, 67.12% average, 16.44% high; 0.00% low, 100.00% average, 0.00% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.

4. The level of consultative leadership of principals of colleges of education as perceived by rural and urban teacher educators is 10.20% low, 77.55% average, 12.24% high; 16.07% low, 66.07% average and 17.86% high respectively in Kerala state.

5. The level of consultative leadership of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 13.04% low, 63.04% average, 23.91% high; 13.56% low, 77.97% average and 8.47% high respectively in Kerala state.

6. The level of consultative leadership of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 76.92% average, 11.54% high; 13.92% low, 69.62% average and 16.46% high respectively in Kerala state.

7. The level of consultative leadership of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 11.86% low, 67.80% average, 20.34% high; 15.22% low, 76.09% average and 8.70% high respectively in Kerala state.

8. The level of consultative leadership of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is
18.33% low, 63.33% average, 18.33% high; 6.67% low, 82.22% average and 11.11% high respectively in Kerala state.

9. The level of consultative leadership of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 15.19% low, 67.09% average, 17.72% high; 9.52% low, 85.71% average and 04.76% high respectively in Kerala state.

10. The level of consultative leadership of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 12.09% low, 70.33% average, 17.58% high; 21.43% low, 78.57% average and 0.00% high respectively in Kerala state.

11. The level of consultative leadership of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 8.16% low, 73.47% average, 18.37% high; 17.02% low, 68.09% average, 14.89% high; 22.22% low, 77.78% average and 0.00% high respectively in Kerala state.

12. The level of consultative leadership of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 15.00% low, 72.50% average, 12.50% high; 12.31% low, 70.77% average and 16.92% high respectively in Kerala state.

13. The level of consultative leadership of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 22.22% low, 61.11% average, 16.67% high; 11.49% low, 73.56% average and 14.94% high respectively in Kerala state.
Table 4.7

1. The level of laissez faire approach of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 20.41% low, 57.14% average, 22.45% high; 21.43% low, 55.36% average and 23.21% high respectively in Kerala state.

2. The level of laissez faire approach of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 50.00% average, 28.00% high; 17.50% low, 65.00% average, 17.50% high; 26.67% low, 53.33% average and 20.00% high respectively in Kerala state.

3. The level of laissez faire approach of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 28.57% low, 38.10% average, 33.33% high; 19.18% low, 58.90% average, 21.92% high; 0.00% low, 100.00% average, 0.00% high; 50.00% low, 25.00% average and 25.00% high respectively in Kerala state.

4. The level of laissez faire approach of principals of colleges of education as perceived by rural and urban teacher educators is 24.49% low, 55.10% average, 20.41% high; 17.86% low, 57.14% average and 25.00% high respectively in Kerala state.

5. The level of laissez faire approach of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 23.91% low, 54.35% average, 21.74% high; 18.64% low, 57.63% average and 23.73% high respectively in Kerala state.

6. The level of laissez faire approach of principals of colleges of education as perceived by teacher educators handling optional subject and handling general
subject is 26.92% low, 50.00% average, 23.08% high; 18.99% low, 58.23% average and 22.78% high respectively in Kerala state.

7. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 21.74% low, 54.35% average and 23.91% high respectively in Kerala state.

8. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 61.67% average, 16.67% high; 20.00% low, 48.89% average and 31.11% high respectively in Kerala state.

9. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 24.05% low, 54.43% average, 21.52% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.

10. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 21.98% low, 54.95% average, 23.08% high; 14.29% low, 64.29% average and 21.43% high respectively in Kerala state.

11. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 22.45% low, 46.94% average, 30.61% high; 21.28% low, 61.70% average, 17.02% high; 11.11% low, 77.78% average and 11.11% high respectively in Kerala state.
12. The level of laissez-faire approach of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 22.50% low, 50.00% average, 27.50% high; 20.00% low, 60.00% average and 20.00% high respectively in Kerala state.

13. The level of laissez-faire approach of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 19.54% low, 58.62% average and 21.84% high respectively in Kerala state.

**Table 4.8**

1. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 55.10% average, 26.53% high; 26.79% low, 60.71% average and 12.50% high respectively in Kerala state.

2. The level of interpersonal relations of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 66.00% average, 12.00% high; 17.50% low, 57.50% average, 25.00% high; 40.00% low, 33.33% average and 26.67% high respectively in Kerala state.

3. The level of interpersonal relations of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 19.05% low, 61.90% average, 19.05% high; 24.66% low, 54.79% average, 20.55% high; 28.57% low, 71.43% average, 0.00% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.

4. The level of interpersonal relations of principals of colleges of education as perceived by rural and urban teacher educators is 20.41% low, 65.31%
average, 14.29% high; 25.00% low, 51.79% average and 23.21% high respectively in Kerala state.

5. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 21.74% low, 63.04% average, 15.22% high; 23.73% low, 54.24% average and 22.03% high respectively in Kerala state.

6. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 69.23% average, 19.23% high; 26.58% low, 54.43% average and 18.99% high respectively in Kerala state.

7. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 26.09% low, 58.70% average and 15.22% high respectively in Kerala state.

8. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 63.33% average, 15.00% high; 24.44% low, 51.11% average and 24.44% high respectively in Kerala state.

9. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 60.00% average, 40.00% high; 26.58% low, 59.49% average, 13.92% high; 14.29% low, 52.38% average and 33.33% high respectively in Kerala state.

10. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000
is 21.98% low, 59.34% average, 18.68% high; 28.57% low, 50.00% average and 21.43% high respectively in Kerala state.

11. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 22.45% low, 61.22% average, 16.33% high; 21.28% low, 53.19% average, 25.53% high; 33.33% low, 66.67% average and 0.00% high respectively in Kerala state.

12. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 25.00% low, 55.00% average, 20.00% high; 21.54% low, 60.00% average and 18.46% high respectively in Kerala state.

13. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 66.67% average, 5.56% high; 21.84% low, 56.32% average and 21.84% high respectively in Kerala state.

**Table 4.9**

1. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 16.33% low, 69.39% average, 14.29% high; 12.50% low, 73.21% average and 14.29% high respectively in Kerala state.

2. The level of reinforcement of interest and motives of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 16.00% low, 70.00% average, 14.00% high; 15.00% low, 72.50% average, 12.50% high; 6.67% low, 73.33% average and 20.00% high respectively in Kerala state.
3. The level of reinforcement of interest and motives of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 9.52% low, 76.19% average, 14.29% high; 16.44% low, 69.86% average, 13.70% high; 14.29% low, 71.43% average, 14.29% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.

4. The level of reinforcement of interest and motives of principals of colleges of education as perceived by rural and urban teacher educators is 16.33% low, 67.35% average, 16.33% high; 12.50% low, 75.00% average and 12.50% high respectively in Kerala state.

5. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 10.87% low, 73.91% average, 15.22% high; 16.95% low, 69.49% average and 13.56% high respectively in Kerala state.

6. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 15.38% low, 61.54% average, 23.08% high; 13.92% low, 74.68% average and 11.39% high respectively in Kerala state.

7. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 15.25% low, 76.27% average, 8.47% high; 13.04% low, 65.22% average and 21.74% high respectively in Kerala state.

8. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 13.33% low, 71.67% average, 15.00% high; 15.56% low, 71.11% average and 13.33% high respectively in Kerala state.
9. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 16.46% low, 72.15% average, 11.39% high; 9.52% low, 66.67% average and 23.81% high respectively in Kerala state.

10. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 15.38% low, 74.73% average, 9.89% high; 7.14% low, 50.00% average and 42.86% high respectively in Kerala state.

11. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 14.29% low, 79.59% average, 6.12% high; 17.02% low, 65.96% average, 17.02% high; 0.00% low, 55.56% average and 44.44% high respectively in Kerala state.

12. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 10.00% low, 70.00% average, 20.00% high; 16.92% low, 72.31% average and 10.77% high respectively in Kerala state.

13. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 11.11% low, 72.22% average, 16.67% high; 14.94% low, 71.26% average and 13.79% high respectively in Kerala state.
Table 4.10

1. The level of organizational climate of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 53.06% average, 28.57% high; 28.57% low, 55.36% average and 16.07% high respectively in Kerala state.

2. The level of organizational climate of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 26.00% low, 52.00% average, 22.00% high; 17.50% low, 62.50% average, 20.00% high; 33.33% low, 40.00% average and 26.67% high respectively in Kerala state.

3. The level of organizational climate of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 66.67% average, 9.52% high; 24.66% low, 52.05% average, 23.29% high; 0.00% low, 57.14% average, 42.86% high; 50.00% low, 25.00% average and 25.00% high respectively in Kerala state.

4. The level of organizational climate of principals of colleges of education as perceived by rural and urban teacher educators is 28.57% low, 59.18% average, 12.24% high; 19.64% low, 50.00% average and 30.36% high respectively in Kerala state.

5. The level of organizational climate of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 23.91% low, 52.17% average, 23.91% high; 23.73% low, 55.93% average and 20.34% high respectively in Kerala state.

6. The level of organizational climate of principals of colleges of education as perceived by teacher educators handling optional subject and handling general
subject is 26.92% low, 65.38% average, 7.69% high; 22.78% low, 50.63% average and 26.58% high respectively in Kerala state.

7. The level of organizational climate of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 23.73% low, 54.24% average, 22.03% high; 23.91% low, 54.35% average and 21.74% high respectively in Kerala state.

8. The level of organizational climate of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 22.22% low, 51.11% average and 26.67% high respectively in Kerala state.

9. The level of organizational climate of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 60.00% average, 20.00% high; 26.58% low, 51.90% average, 21.52% high; 14.29% low, 61.90% average and 23.81% high respectively in Kerala state.

10. The level of organizational climate of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 24.18% low, 56.04% average, 19.78% high; 21.43% low, 42.86% average and 35.71% high respectively in Kerala state.

11. The level of organizational climate of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 24.49% low, 61.22% average, 14.29% high; 23.40% low, 51.06% average, 25.53% high; 22.22% low, 33.33% average and 44.45% high respectively in Kerala state.
12. The level of organizational climate of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 25.00% low, 50.00% average, 25.00% high; 23.08% low, 56.92% average and 20.00% high respectively in Kerala state.

13. The level of organizational climate of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 23.08% low, 56.92% average and 20.00% high respectively in Kerala state.

Table 4.11

1. The level of organizational control of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 24.49% low, 51.02% average, 24.49% high; 17.86% low, 62.50% average and 19.64% high respectively in Kerala state.

2. The level of organizational control of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 18.00% low, 58.00% average, 24.00% high; 17.50% low, 60.00% average, 22.50% high; 40.00% low, 46.67% average and 13.33% high respectively in Kerala state.

3. The level of organizational control of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 47.62% average, 28.57% high; 23.29% low, 57.53% average, 1918% high; 0.00% low, 57.14% average, 42.86% high; 0.00% low,100.00% average and 0.00% high respectively in Kerala state.

4. The level of organizational control of principals of colleges of education as perceived by rural and urban teacher educators is 22.45% low, 55.10%
average, 22.45% high; 19.64% low, 58.93% average and 21.43% high respectively in Kerala state.

5. The level of organizational control of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 17.39% low, 54.35% average, 28.26% high; 23.73% low, 59.32% average and 16.95% high respectively in Kerala state.

6. The level of organizational control of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 19.23% low, 61.54% average, 19.23% high; 21.52% low, 55.70% average and 22.78% high respectively in Kerala state.

7. The level of organizational control of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 23.73% low, 54.93% average, 20.34% high; 17.39% low, 58.70% average and 23.91% high respectively in Kerala state.

8. The level of organizational control of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 15.56% low, 57.78% average and 26.67% high respectively in Kerala state.

9. The level of organizational control of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 40.00% low, 60.00% average, 00.00% high; 24.25% low, 56.96% average, 22.78% high; 19.05% low, 57.14% average and 23.81% high respectively in Kerala state.

10. The level of organizational control of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000
is 20.88% low, 57.14% average, 21.98% high; 21.43% low, 57.14% average and 21.43% high respectively in Kerala state.

11. The level of organizational control of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 65.31% average, 18.37% high; 25.53% low, 48.94% average, 25.53% high; 22.22% low, 55.56% average and 22.22% high respectively in Kerala state.

12. The level of organizational control of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 22.50% low, 50.00% average, 27.50% high; 20.00% low, 61.54% average and 18.46% high respectively in Kerala state.

13. The level of organizational control of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 19.54% low, 59.77% average and 20.69% high respectively in Kerala state.

Table 4.12

1. The level of personal influences of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 57.14% average, 24.49% high; 28.57% low, 46.43% average and 25.00% high respectively in Kerala state.

2. The level of personal influences of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 52.00% average, 26.00% high; 25.00% low, 55.00% average, 20.00% high; 26.67% low, 40.00% average and 33.33% high respectively in Kerala state.
3. The level of personal influences of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 14.29% low, 52.38% average, 33.33% high; 27.40% low, 50.68% average, 21.92% high; 14.29% low, 42.86% average, 42.86% high; 25.00% low, 75.00% average and 0.00% high respectively in Kerala state.

4. The level of personal influences of principals of colleges of education as perceived by rural and urban teacher educators is 26.53% low, 53.06% average, 20.41% high; 21.43% low, 50.00% average and 28.57% high respectively in Kerala state.

5. The level of personal influences of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 21.74% low, 54.35% average, 23.91% high; 25.42% low, 49.15% average and 25.42% high respectively in Kerala state.

6. The level of personal influences of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 19.23% low, 61.54% average, 19.23% high; 25.32% low, 48.10% average and 26.58% high respectively in Kerala state.

7. The level of personal influences of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 25.42% low, 50.85% average, 23.73% high; 21.74% low, 52.17% average and 26.09% high respectively in Kerala state.

8. The level of personal influences of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 43.33% average, 31.67% high; 22.22% low, 62.22% average and 15.56% high respectively in Kerala state.
9. The level of personal influences of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 60.00% average, 20.00% high; 25.32% low, 49.37% average, 25.32% high; 19.05% low, 57.14% average and 23.81% high respectively in Kerala state.

10. The level of personal influences of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 25.27% low, 50.55% average, 24.18% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.

11. The level of personal influences of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 26.53% low, 46.94% average, 26.53% high; 21.28% low, 57.45% average, 21.28% high; 22.22% low, 44.44% average and 33.33% high respectively in Kerala state.

12. The level of personal influences of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 20.00% low, 52.50% average, 27.50% high; 26.15% low, 50.77% average and 23.08% high respectively in Kerala state.

13. The level of personal influences of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 16.67% low, 50.00% average, 33.33% high; 25.29% low, 51.72% average and 22.99% high respectively in Kerala state.
5.02.2 Findings from t-test

1. There is significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by male and female teacher educators in the state.

2. There is no significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by teacher educators in the state with reference to locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

3. There is significant difference in managerial skills – coercive autocracy dimension- of the principals of colleges of education in Kerala as perceived by rural college teachers and urban college teachers in colleges of education in the state.

4. There is no significant difference in managerial skills – coercive autocracy dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

5. There is no significant difference in managerial skills – benevolent autocracy dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

6. There is no significant difference in managerial skills – manipulative dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of
institution, subject handled, qualification, age, salary, publications and extra curricular activities.

7. There is significant difference in managerial skills – consultative leadership dimension- of the principals of colleges of education in Kerala as perceived by teacher educators with the required qualifications and teacher educators having more than the required qualification in the state.

8. There is no significant difference in managerial skills – consultative leadership dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, age, salary, publications and extra curricular activities.

9. There is no significant difference in managerial skills – laizzez faire approach dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

10. There is no significant difference in managerial skills interpersonal relations of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

11. There is significant difference in reinforcement of interest and motives of the principals of colleges of education in Kerala as perceived by teacher educators in the state drawing salary below 20,000 and those drawing above 20,000.
12. There is no significant difference in reinforcement of interest and motives dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, publications and extra curricular activities.

13. There is significant difference in organizational climate prevailing of the colleges of education as perceived by teacher educators in the state with reference to sex and subject handled.

14. There is no significant difference in organizational climate prevailing dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to locality, nature of institution, qualification, age, publications and extra curricular activities.

15. There is no significant difference in organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

16. There is no significant difference in personal influences dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.

17. There is significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by Hindu and Muslim teacher educators and Christian and Muslim teacher educators in the state.
18. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to religion.

19. There is significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by FC and SC teacher educators, OBC and SC teacher educators, SC and ST teacher educators in Total dimensions, OBC and ST teacher educators in the state.

20. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by FC and OBC teacher educators, FC and ST teacher educators in dimension Total and FC and OBC teacher educators, FC and SC teacher educators, FC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators in coercive autocracy in colleges of education in the state with reference to community.

21. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state for the dimensions: coercive autocracy, benevolent autocracy, manipulative autocracy, consultative leadership and laizzez faire approach with reference to community.

22. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to experience.

23. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to courses attended.
5.02.3 Findings from F-test

1. There is significant difference between managerial skills and their dimensions of the principals of colleges of education in Kerala and other related factors such as interpersonal relations, reinforcement of interest and motives, organizational climate, organizational control and personal influence as perceived by teacher educators in the state.

5.02.4 Findings from correlation analysis

1. There is significant correlation between managerial skills – coercive autocracy dimension- and Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to Sex (female), Community (SC, ST), Nature of institution (govt.) and Salary (below 20,000).

2. There is no significant correlation between managerial skills – coercive autocracy dimension- and Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to Sex (male), Religion, Community (FC, OBC), Locality, Nature of the institution (aided) , Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended.

3. There is significant correlation between managerial skills – coercive autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Religion (muslim), Community (FC, SC and ST), Experience (between 5 -10 years), Salary (below 20,000) and Courses attended(Both).

4. There is no significant correlation between managerial skills – coercive autocracy dimension- and Reinforcement of interest and motives in the principals of colleges of education as perceived by teacher educators with
reference to Sex, Religion (Hindu and Christian), Community (OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (below 5 years), Salary (above 20,000) and Courses attended (Refresher, Orientation).

5. There is significant correlation between managerial skills – coercive autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (FC, SC, ST), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (both).

6. There is no significant correlation between Managerial skills – Coercive autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation, Refresher).

7. There is significant correlation between managerial skills – coercive autocracy dimension - and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu), Community (SC, ST) and Experience (below 5 years, above 10 years).

8. There is no significant correlation between managerial skills – coercive autocracy dimension - and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Muslim, Christian), Community (FC, OBC), Locality, Nature
of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years), Salary and Courses attended.

9. There is significant correlation between managerial skills – coercive autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu, Muslim), Community (FC, ST), Locality (Urban), Nature of institution (Aided), Subject handled (optional), Qualification (Above required), Age (Above 45 years), Experience (below 5 years, above 10 years), Salary and Courses attended (Orientation, Refresher).

10. There is no significant correlation between managerial skills – coercive autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Christian), Community (OBC, SC), Locality (Rural), Nature of the institution (Govt), Subject handled (General), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years) and Courses attended (both).

11. There is significant correlation between managerial skills – benevolent autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC, ST), Qualification (Required), Age (below 45 years), Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher and both).

12. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (SC, OBC), Locality, Nature of the
institution, Subject handled, Qualifications (Above required), Age (Above 45 years), Experience (Below 5 years), Salary (above 20,000) and Courses attended (Orientation).

13. There is significant correlation between managerial skills – benevolent autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC and ST), Qualification (Required).

14. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu and Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handled, Qualifications (Above required), Age, Experience, Salary and Courses attended.

15. There is significant correlation between managerial skills – benevolent autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Muslim), Community (ST), Locality (Rural), Qualification (required), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (Refresher, both).

16. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Christian), Community (FC, OBC, SC), Locality (Urban), Nature of the institution, Subject handled, Qualifications
17. There is significant correlation between managerial skills – benevolent autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC, SC, ST), Locality, Nature of institution, Subject handled (General), Qualification (Required), Age (Below 45 years), Experience (above 10 years), Salary (Below 20,000) and Courses attended (Orientation).

18. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (OBC), Subject handled (Optional), Qualifications (Above required), Age (Above 45 years), Experience (between 5-10 years), Salary (Above 20,000) and Courses attended (Refresher and both).

19. There is significant correlation between managerial skills – benevolent autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Muslim), Community (OBC), Locality (Rural), Nature of institution (Aided), Subject handling (General), Qualification (required), Age, Experience, Salary and Courses attended.

20. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion
There is significant correlation between managerial skills – manipulative autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (ST), Locality, Age (Above 45 years) and Experience (between 5-10 years).

There is no significant correlation between managerial skills – manipulative autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC, SC), Nature of the institution, Subject handled, Qualifications, Age (Below 45 years), Experience (Below 5 years), Salary and Courses attended.

There is significant correlation between managerial skills – manipulative autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu), Community (SC and ST), Locality (Urban), Nature of institution (Govt), Qualification (Above required), Age (Above 45 years) and Experience (Below 5 years).

There is no significant correlation between managerial skills – manipulative autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Muslim and Christian), Community (FC, OBC), Locality (Rural), Nature of the institution (aided), Subject handled.
There is significant correlation between managerial skills – manipulative autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (ST) and Experience (below 5 years).

There is no significant correlation between managerial skills – manipulative autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, SC, OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.

There is significant correlation between managerial skills – manipulative autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (OBC, SC, ST), Locality (Rural), Nature of institution (Govt), Subject handling (General), Qualification, Age (Below 45 years), Experience (below 5 years, between 5-10 years), Salary (below 20,000) and Courses attended.

There is no significant correlation between managerial skills – manipulative autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided), Subject handling (Optional), Age (Above 45 years), Experience (Above 10 years), and Salary (Above 20,000).
29. There is significant correlation between managerial skills – manipulative autocracy dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (both).

30. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary (Below 20,000) and Courses attended (Orientation , Refresher).

31. There is significant correlation between managerial skills – consultative Leadership dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided) , Age (Above 45 years) and Courses attended (Both).

32. There is no significant correlation between managerial skills – consultative Leadership dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (OBC, SC, ST), Locality (Rural), Nature of the institution (Govt) , Subject handled (Optional), Qualifications, Age (Below 45 years), Experience, Salary and Courses attended (Orientation, Refresher).

33. There is significant correlation between managerial skills – consultative Leadership dimension- and Reinforcement of interest and motives of the
principals of colleges of education as perceived by teacher educators with reference to Religion (Christian, Muslim), Community (SC and ST) and Locality (Rural).

34. There is no significant correlation between managerial skills – consultative Leadership dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience, Salary and Courses attended.

35. There is significant correlation between managerial skills – consultative Leadership dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (ST) and Experience (below 5 years).

36. There is no significant correlation between managerial skills – consultative Leadership dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC, SC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (below 20,000) and Courses attended.

37. There is significant correlation between managerial skills – consultative Leadership dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Community (SC, ST), Subject handled (Optional) and Experience (below 5 years).
38. There is no significant correlation between managerial skills – consultative Leadership dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality, Nature of the institution, Subject handled (General), Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.

39. There is significant correlation between managerial skills – consultative Leadership dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (Both).

40. There is no significant correlation between managerial skills – consultative Leadership dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (Below 20,000) and Courses attended (Orientation, Refresher).

41. There is significant correlation between managerial skills – laizzez faire approach dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC, ST), Experience (Between 5-10 years) and Salary (below 20,000).

42. There is no significant correlation between managerial skills – laizzez faire approach dimension- and Interpersonal relations of principals of colleges of
education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (Below 5 years, Above 10 years), Salary (above 20,000) and Courses attended.

43. There is significant correlation between managerial skills – laizzez faire approach dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Community (SC and ST), Nature of the institution (Govt), Salary (below 20,000) and Courses attended (Both).

44. There is no significant correlation between managerial skills – laizzez faire approach dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality, Nature of the institution (Aided), Subject handled, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended (Refresher, Orientation).

45. There is significant correlation between managerial skills – laizzez faire approach dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (SC, ST), Age, Experience (below 5 years) and Courses attended (both).

46. There is no significant correlation between managerial skills – laizzez faire approach dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC), Locality, Nature of the
institution, Subject handled, Qualifications, Experience (between 5-10 years, above 10 years), Salary and Courses attended (Orientation, Refresher).

47. There is significant correlation between managerial skills – laizzez faire approach dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Community (SC, ST), Locality (Rural), Nature of institution (Govt), Age, Experience (below 5 years, above 10 years), Salary (Above 20,000) and Courses attended (Orientation, Both).

48. There is no significant correlation between managerial skills – laizzez faire approach dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality (Urban), Nature of the institution (Aided), Subject handled, Qualifications, Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher).

49. There is significant correlation between managerial skills – laizzez faire approach dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu), Community (FC, SC), Subject handled (optional) and Experience (below 5 years).

50. There is no significant correlation between managerial skills – laizzez faire approach dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Muslim, Christian), Community (OBC, ST), Locality, Nature of the institution, Subject handled (General), Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary and Courses attended.
5.03 INTERPRETATIONS

From the present study it is found that male and female teacher educators, Hindu and Muslim teacher educators, FC and SC teacher educators, OBC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators differ significantly with their managerial skills. This may be due to the difference in their view of the principals of colleges of education. Some teachers like strict principals, some like principals who are moderately strict and some others like principals who are friendly. Regarding community, the above view is found to be very significant. Compared to government institutions, Christian, Muslim and Hindu educational institutions have their own distinct approaches and it fact will reflect in the college atmosphere. Family atmosphere, culture etc., are different for OBC, SC, ST and FC communities. Therefore they differ significantly.

Vice versa coercive autocracy, urban college teacher educators like freedom more than rural college teachers. Regarding consultative leadership, teacher educators with the required qualification and those with more than required qualification show difference because the latter category of teacher educators always get more recognition and reputation from the society and institutions than teacher educators with the required qualification. As salary increases, the facilities also increase, this makes difference. Male teachers like more freedom than female teachers. This makes for the difference in organizational climate prevailing in the institutions. Language teachers get more time for relaxation than subject teachers. This shows a difference. Organizational climate prevailing in the institutions affects male teacher educators as well as female teacher educators. Male teachers do not like restrictions compared to female teacher educators, Language teachers get more time for relaxation than subject teacher educators.
Managerial skills and their dimensions show no significant difference as to locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities and also in relation to religion, and in FC and OBC, and FC and ST teacher educators due to the influence of the level of education and status in the society. Also the principals of colleges of education having managerial skills with coercive autocracy dimension show no significant difference with regard to sex, nature of institution, subject handled, qualification, age, salary, publications, extracurricular activities and with reference to community- FC and OBC, FC and SC, FC and ST, OBC and SC and SC and ST teacher educators- because due to strictness of the principals of education, no one gets the freedom to express their views and therefore all are treated equally. No significant difference is found with regard to manipulative autocracy, laizzez- faire approach, interpersonal relations, reinforcement of interest and motives, organizational control, personal influence of the principals of colleges of education, with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities because the principals treated all the above categories equally. It is the same with consultative leadership in relation to sex, locality, nature of institution, subject handled, age, salary, publications and extracurricular activities because the principals of education treated all the members under them as equals. It is found that there is no significant difference between organizational climate and locality, nature of institution, qualification, age, publications and extracurricular activities because all the above categories of teacher educators feel the same under their principal. With reference to experience and with reference to courses attended, the managerial skills and their dimensions as perceived by teacher educators vary because courses and experience can transform their minds and teacher educators learn to adjust with their principals.
Correlation analysis of the study reveals that, there is significant correlation between coercive autocracy and (a) interpersonal relations of female, SC, ST, government college teacher educators, teacher educators who draw salary below 20,000/-; coercive autocracy and (b) reinforcement of interest and motives of muslim teacher educators, FC, SC and ST teacher educators, teacher educators of experience between 5 to 10 years, teacher educators drawing salary below 20,000/- and those who have attended courses; coercive autocracy and (c) organizational climate of Muslim teacher, FC, SC, ST teacher educators, teacher educators of experience below 5 years and above 10 years, teacher educators drawing salary above 20,000 and those who have attended courses. Coercive autocracy and (d) organizational control of Hindu teacher educators, SC, ST teacher educators, teacher educators of experience below 5 years and teacher educators of experience above 10 years; coercive autocracy and personal influence of Hindu teacher educators, Muslim teacher educators, FC teacher educators, ST teacher educators, urban teacher educators, aided college teacher educators, teacher educators handling optional subjects, teacher educators having more than required qualification, teacher educators of age above 45 years teacher educators of experience below 5 years and above 10 years and those who have attended courses. Here the head of the institution is very strict, hence the perception.

At the same time no significant correlation exist between the following because due to the strictness of the principals the teacher educators do not reveal their mind, because no change will happen if they move against their principals. They are (1) coercive autocracy and (a) interpersonal relations, of male teacher educators, Hindu, Christian and Muslim educators, teacher educators who come under FC and OBC communities, locality of the institution, aided college teacher educators, subject
handled, qualification of teacher educators, age, experience, salary (above 20,000) and courses attended. (2) Coercive autocracy and (3) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu and Christian), community (OBC), locality, nature of institution, subject handled, qualification, age, experience (below 5 years), salary (above 20,000) and courses attended (refresher course, orientation). (3) Coercive autocracy and (c) organizational climate maintained by the principals of colleges of education as perceived teacher educators with reference to sex, religion (Hindu, Christian), community (OBC), locality of the institution, nature of the institution, subject handled, qualification, age, experience (between 5-10 years), salary (below 20,000) and courses attended (orientation, refresher), (4) Coercive autocracy and (d) organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Muslim, Christian), community (FC, OBC), locality, nature of the institution, subject handled, qualification, age, experience (between 5-10 years), salary and courses attended. (5) Coercive autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Christian), community (OBC, SC), locality (rural), nature of the institution (government), subject handled (general), qualification (required), age (below 45 years), experience (between 5-10 years) and courses attended (both).

Significant correlation exists between (1) Benevolent autocracy and (a) interpersonal relations of the principals of colleges of education as perceived by female teacher educators, Hindu and Muslim teacher educators, FC and ST teacher educators, teacher educators of age below 45 years, teacher educators with experience between 5-10 years, teacher educators drawing salary below 20,000 and teacher
educators who have attended refresher courses only and teacher educators who have attended both refresher and orientation courses. (2) Benevolent autocracy and (b) reinforcement of interest and motives of the principals of college of education as perceived by teacher educators belonging to the Muslim community, SC and ST communities and teacher educators with the required qualification. (3) Benevolent autocracy and (c) organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Muslim), community (ST), locality (rural), qualification (required), experience (below 5 years, above 10 years), salary (above 20,000) and courses attended (refresher, both). (4) Benevolent autocracy and (d) organizational control of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion (Hindu, Muslim), community (FC, SC, ST), locality, nature of institution, subject handled (general), qualification (required), age (below 45 years), experience (above 10 years), salary (below 20,000) and courses attended (orientation). (5) Benevolent autocracy and (e) personal influence of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Muslim), community (OBC), locality (rural), nature of institution (aided), subject handled (general), teacher educators of required qualification, age, experience, salary, and courses attended. Here the head of the institution is not very strict as those with coercive autocracy. Hence the perception.

Teacher educators perceive their principal to be kind, who follows benevolent autocracy, when compared to the one who follows coercive autocracy. Therefore the following results are obtained: (1) Benevolent autocracy and (a) interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Christian), community (SC, OBC), locality,
nature of institution, subject handled, qualification (above required), age (above 45 years), experience (below 5 years), salary (above 20,000) and courses attended (orientation). (2) Benevolent autocracy and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu and Christian), community (FC, OBC), locality, nature of institution, subject handling, qualification (above required), age, experience, salary and courses attended. (3) Benevolent autocracy and (c) organizational climate maintained by principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Hindu and Christian), community (FC, SC, OBC), locality (urban), nature of institution, subject handled, qualifications (above required), age, experience (between 5-10 years), salary (below 20,000) and courses attended (orientation). (4) Benevolent autocracy and (d) organizational control maintained by principals of colleges of education as perceived by male teacher educators, Christian teacher educators, teacher educators belonging to the OBC community, teacher educators handling optional subjects, qualification (above required), age (above 45 years), experience (between 5-10 years), salary (above 20,000) and courses attended (refresher and both). (5) Benevolent autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to religion (Christian), community (FC,SC,ST), locality (urban), nature of institution (govt.), subject handled (optional), qualification (above required).

The heads of institutions who follow manipulative autocracy always modify the circumstances according to their need without considering their subordinates’ needs hence significant correlation exists between (1) Manipulative autocracy and (a) interpersonal relations among principals of colleges of education as perceived by
teacher educators with reference to sex (male), community (ST), locality, age (above 45 years) and experience (between 5-10 years); (2) Manipulative autocracy and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion (Hindu), community (SC and ST), locality (urban), nature of institution (govt.), qualification (above required), age (above 45 years) and experience (below 5 years); (3) Manipulative autocracy and (c) organizational climate maintained by principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (ST), and experience (below 5 years). (4) Manipulative autocracy and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (OBC, SC and ST), locality (rural), nature of institution (govt.), subject handled (general), qualification, age (below 45 years), experience (below 5 years, between 5-10 years), salary (below 20,000) and courses attended. (5) Manipulative autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (SC, ST), locality (rural), experience (below 5 years), salary (above 20,000) and courses attended (both).

But teacher educators who do not give respect to the heads of institutions who alter the situation for their own advantage show no significant correlation between managerial skills. (1) Manipulative autocracy and (a) interpersonal relations of principals of colleges of education as perceived by female teacher educators, FC, OBC and SC teacher educators, with reference to nature of the institution, subject handled, qualification, age (below 45 years), experience (below 5 years), salary and courses attended. (2) Manipulative autocracy and (b) reinforcement of interest and
motives of the principals of colleges of education as perceived by male teacher educators, Muslim and Christian teacher educators, FC and OBC teacher educators, rural college teacher educators, aided college teacher educators, teacher educators handling optional subjects, teacher educators with the required qualification, teacher educators of age below 45 years, experience (between 5-10 years and above 10 years), salary and courses attended. (3) Manipulative autocracy and (c) organizational climate of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (FC, SC, OBC), locality, nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended. (4) Manipulative autocracy and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (FC), locality (urban), nature of institution (aided), subject handled (optional), age (above 45 years), experience (above 10 years) and salary (above 20,000). (5). Manipulative autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (FC, OBC), locality (urban), nature of the institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended (orientation, refresher).

The head of the institution always consults his subordinates for solving problems. Here significant correlation exists between 1. consultative leadership and (a) interpersonal relations of principals of colleges of education as perceived by female teacher educators Hindu and Muslim teacher educators, FC teacher educators, urban teacher educators, aided college teacher educators, teacher educators above 45 years of age and teacher educators who have attended both orientation and refresher
courses. The significant correlation is due to the open minded nature of the head of the institution. He discusses everything about the institution with the college teachers. Hence the following results: 2. Consultative leadership and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to religion (Christian, Muslim), community (SC and ST) and locality (rural). 3. Consultative leadership and (c) organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to sex (female), community (ST) and experience (below 5 years). 4. Consultative leadership and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to community (SC, ST), subject handled (Optional) and experience (below 5 years). 5. Consultative leadership and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex (male), community (SC, ST), locality (rural), experience (below 5 years), salary (above 20,000) and courses attended(both).

At the same time teacher educators who do not like the character of head of the institution, who discusses every thing with all the teachers therefore no significant correlation exists between the following 1. Consultative leadership and (a) Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Christian), community (OBC, SC, ST), locality (rural), nature of the institution (govt.), subject handled (optional), qualification, age(below 45 years), experience, salary and courses attended (orientation, refresher). 2. Consultative leadership and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu), community (FC, OBC), locality...
(urban), nature of institution, subject handled, qualification, age, experience, salary and courses attended. 3. Consultative leadership and (c) organizational climate of principals of colleges of education as perceived by teacher educators with reference to sex (female), religion, community (FC, OBC, SC), locality, nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended. 4. Consultative leadership and (d) organizational control of the principals of colleges of education as perceived by teacher educators with reference to sex, religion, community (FC, OBC), locality, nature of the institution, subject handled (general), qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended. 5. Consultative leadership and personal influence of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion, community (FC, OBC), locality (urban), nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended (orientation, refresher). 6. Laizzez faire approach and (e) personal influences of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Muslim, Christian), community (OBC, ST), locality, nature of institution, subject handled (general), qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended.

5.04 SUGGESTIONS FOR FURTHER RESEARCH

1. This study is conducted in Kerala state only. Other parts of our country can be selected for the study.

2. Perceptions of other staff (teaching and non-teaching) can be chosen for the study.
3. Managerial skills of the principals of arts and science colleges, technical colleges, engineering colleges etc. can be selected as area for the study.

4. Managerial skills of principals of arts and science colleges and professional colleges- A comparative analysis in terms of perception of their subordinates.

5.05 CONCLUSION

From the study it is clear that teacher educators like the managerial skills which have all the elements. None likes pure coercive autocratic, benevolent autocratic or any other pure autocratic form. In order to succeed a head of institution will have to adjust with his subordinates. This is essential to attain the goal of the institution.