CHAPTER-VI
RETROSPECTS AND PROSPECTS

6.1 Introduction

This chapter is the concluding part of the present research study. It gives a brief summary of the study stating the objectives, the methodology and the major findings.

6.2 The Problem

The problem undertaken for the investigation is:

“A Study of Leadership Behaviour of Principals of Colleges of Education in Relation to Job Satisfaction, Personal Effectiveness and Organizational Culture”.

Over the years, leadership has been studied extensively in various contexts and theoretical foundations. In some cases, leadership has been described as a process, but most theories and research on leadership look at it as a person to gain understanding. Leadership is typically defined by the traits, qualities, and behaviours of a leader. The study of leadership has spanned across cultures, decades, and theoretical beliefs. A summary of what is known and
understood about leadership is important to proceed further research on the term leadership.

This research was based on the idea that leaders were born, not made, and the key to success was simply in identifying those people who were born to be great leaders. Through much research was done to identify the traits, no clear answer was found with regard to what traits consistently were associated with great leadership. One flaw with this line of thought was ignoring the situational and environmental factors that play a role in a leader’s level of effectiveness.

The literature identifies Head’s instructional leadership as a key variable in school academic performance. Critical skills associated with principal’s instructional leadership include goal setting, managing curriculum and instruction, supervising and evaluating teaching, providing staff development, managing resources and promoting a positive climate and expectations for success (Hallinger and Murphy, 1985). The studies focus on the principal as the essential factor in establishing and promoting improvement in the schools (Hallinger and Murphy, 1985).
6.3 Objectives of the Study

1. To study the relationship between leadership behaviour (initiating structure and consideration) of Principals of colleges and job satisfaction and its dimensions (total)
   - Job concrete
   - Job abstract
   - Psycho Social
   - Economic
   - Community/ National growth

2. To study the relationship between leadership behaviour (initiating structure and consideration) of Principals of colleges and personal effectiveness (and its dimensions total).
   - Self disclosure
   - Openness
   - Feedback
   - Perceptiveness

3. To study the relationship between leadership behaviour (initiating structure and consideration) of Principals of colleges and organizational culture and its dimensions (total).
- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation

4. To study the relationship between leadership behaviour (initiating structure and consideration) and gender of Principals of colleges.

5. To study the relationship between leadership behaviour (initiating structure and consideration) and age of Principals of colleges.

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

7. To study the relationship between leadership behaviour (initiating structure and consideration) and educational qualification of Principals of colleges.
6.4 Hypotheses

Hypothesis: Principals of colleges of education having different leadership behaviour (consideration and initiating structure) do not differ with respect to job satisfaction.

Sub Hypothesis: Principals of colleges of education having different leadership behaviour (consideration and initiating structure) do not differ with respect to dimensions of job satisfaction

1. Job concrete
2. Job contract
3. Psycho social
4. Economics
5. Community/ national growth

Hypothesis: Principals of colleges of education having different leadership behaviour (consideration and initiating structure) do not differ significantly with respect to personal effectiveness

Sub Hypothesis: There is no significant difference between different leadership behaviour of (consideration and initiating structure) principals of colleges of education with respect to dimensions of personal effectiveness

1. Self disclosures
2. Openness to feedback
3. Perspective ness

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

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

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy
7. Collaboration
8. Experimentation

Hypothesis: There is no significant difference between male and female principals of colleges of education with respect to leadership behaviour and its dimensions:

1. Consideration
2. Initiating structure
**Hypothesis:** There is no significant difference between male and female principals of colleges of education with respect to job satisfaction and its dimensions i.e.

1. Job concrete
2. Job contract
3. Psychosocial
4. Economics
5. Community/ national growth

**Hypothesis:** There is no significant difference between male and female principals of colleges of education with respect to personal effectiveness and its dimensions i.e.

1. Self disclosures
2. Openness to feedback
3. Perspective ness

**Hypothesis:** There is no significant difference between male and female principals of colleges of education with respect to organizational culture and its dimensions i.e.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy

7. Collaboration

8. Experimentation

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

1. Consideration

2. Initiating structure

**Hypothesis:** Principals of colleges of education below 40 years and above 40 years of age do not differ with respect to their job satisfaction and its dimensions i.e.

1. Job concrete

2. Job contract

3. Psychosocial

4. Economics

5. Community/ national growth

**Hypothesis:** Principals of colleges of education with below 40 years and above 40 years of age do not differ with respect to their personal effectiveness and its dimensions i.e.

1. Self disclosures

2. Openness to feedback

3. Perspectiveness
**Hypothesis:** Principals of colleges of education with below 40 years and above 40 years of age do not differ with respect to their organizational culture and its dimensions i.e.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** Principals of colleges of education with graduate and postgraduate educational qualifications do not differ with respect to leadership behaviour and its dimensions i.e.

1. Consideration
2. Initiating structure

**Hypothesis:** Principals of colleges of education with graduate and postgraduate educational qualifications do not differ with respect to job satisfaction and its dimensions i.e.

1. Job concrete
2. Job contract
3. Psychosocial
4. Economics

5. Community/ national growth

**Hypothesis:** Principals of colleges of education with graduate and postgraduate educational qualifications do not differ with respect to personal effectiveness and its dimensions i.e.

1. Self disclosures
2. Openness to feedback
3. Perspectiveness

**Hypothesis:** Principals of colleges of education with graduate and postgraduate educational qualifications do not differ with respect to organizational culture and its dimensions i.e.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** Principals of colleges of education with below 15 years and above 15 years of teaching experience do not differ with respect to leadership behaviour and its dimensions i.e.
1. Consideration
2. Initiating structure

**Hypothesis:** Principals of colleges of education with below 15 years and above 15 years of teaching experience do not differ with respect to job satisfaction and its dimensions i.e.

1. Job concrete
2. Job contract
3. Psychosocial
4. Economics
5. Community / national growth

**Hypothesis:** Principals of colleges of education with below 15 years and above 15 years of teaching experience do not differ with respect to personal effectiveness and its dimensions i.e.

1. Self disclosures
2. Openness to feedback
3. Perspectiveness

**Hypothesis:** Principals of colleges of education with below 15 years and above 15 years of teaching experience do not differ with respect to perception of organizational culture and its dimensions i.e.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis**: Principals under different types of management (aided, unaided, government) do not differ with respect to leadership behaviour and its dimensions i.e.

1. Consideration
2. Initiating structure

**Hypothesis**: Principals under different types of management (aided, unaided, government) do not differ with respect to job satisfaction and its dimensions i.e.

1. Job concrete
2. Job contract
3. Psychosocial
4. Economics
5. Community/ national growth

**Hypothesis**: Colleges of education with principals under different types of management (aided, unaided, government) do not differ with respect to personal effectiveness and its dimensions i.e.

1. Self disclosures
2. Openness to feedback
3. Perspectiveness

**Hypothesis:** Principals under different types of management (aided, unaided, government) do not differ with respect to organizational culture and its dimensions i.e.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro-Action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** There is no significant relationship between leadership behaviour (consideration and initiating structure) and job satisfaction, personal effectiveness of principals of colleges of education and organization culture of colleges of education.

**Hypothesis:** There is no significant relationship between leadership behaviour and its dimensions (i.e. consideration and initiating structure) with dimensions of job satisfaction of principals of colleges of education.
Hypothesis: There is no significant relationship between leadership behaviour and its dimensions (i.e. consideration and initiating structure) with dimensions of personal effectiveness of principals of colleges of education.

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

Hypothesis: Job satisfaction, personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of leadership behaviour of principals of colleges of education.

Hypothesis: Job satisfaction, personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of consideration- leadership behaviour of principals of colleges of education.

Hypothesis: Job satisfaction, personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of initiating structure dimension of leadership behaviour of principals of colleges of education.

Hypothesis: Dimensions of job satisfaction of principals of colleges of education and organization culture of colleges of education would not
be significant predictors of leadership behaviour of principals of colleges of education

**Hypothesis:** Dimensions of job satisfaction of principals of colleges of education and organization culture of colleges of education would not be significant predictors of consideration dimension of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of job satisfaction of principals of colleges of education and organization culture of colleges of education would not be significant predictors of initiating structure dimension of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of consideration dimension of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of personal effectiveness of principals of colleges of education and organization culture of colleges of education would not be significant predictors of initiating structure dimension of leadership behaviour of principals of colleges of education.
**Hypothesis:** Dimensions of organization culture of colleges of education and organization culture of colleges of education would not be significant predictors of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of organization culture of colleges of education and organization culture of colleges of education would not be significant predictors of consideration dimension of leadership behaviour of principals of colleges of education.

**Hypothesis:** Dimensions of organization culture of colleges of education and organization culture of colleges of education would not be significant predictors of initiating structure dimension of leadership behaviour of principals of colleges of education.

### 6.5 Methodology

In the present investigation descriptive survey research method was employed.

#### 6.5.1 Population and Sample

The population of the study consists of all Principals of Colleges and teachers who are working in colleges of Education under Karnataka University.
The sample of the study was selected from Colleges of Education under the jurisdiction of Karnatak University, Dharwad. The investigator has used the stratified random sampling technique.

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

6.5.2 Research Tools

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

1. Leadership Behaviour Description Questionnaire - by E. A. Fleishman (1973)
4. Organizational Culture Scale (OCTAPACE Profile) - by Udai Pareek (2002)

6.5.3 Data Collection

The investigator personally were collected the data from 64 Principals of Colleges and 500 teacher educators. Principals of colleges and teacher educators were administer the tools personally.
Clear-cut instructions will be given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The Principals of Colleges and teacher educators were informed the purpose of the study. The Job Satisfaction Scale and Personal Effectiveness Scale were administered to the Principals of Colleges. The Leadership Behaviour Description Questionnaire, Organizational Cultural Scale (OCTOPACE Profile) were administered to the teacher educators. The collected data was systematically pooled for analysis.

6.5.4 Statistical Techniques Used

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

(i) Descriptive analysis
(ii) Differential analysis
(iii) Correlation analysis
(iv) Regression analysis

6.6 Major Findings

6.6.1 Findings of Differential Analysis

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

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

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

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

5. The male principals of colleges of education are high on job satisfaction as compared to female principals of colleges of education.

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

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

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

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

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

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

13. The principals of colleges of education with above 40 years of age are high on job concrete dimension of job satisfaction as compared to principals of colleges of education with below 40 years of age.
14. The principals of colleges of education with above 40 years of age are high on personal effectiveness as compared to principals of colleges of education with below 40 years of age.

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

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

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

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

19. The principals of colleges of education with postgraduate degree are high on initiating structure dimension of leadership behaviour as compared to principals of colleges of education with graduate degree.
20. The principals of colleges of education with postgraduate degree are high on job satisfaction as compared to principals of colleges of education with graduate degree.

21. The principals of colleges of education with postgraduate degree are high on job concrete dimension of job satisfaction as compared to principals of colleges of education with graduate degree.

22. The principals of colleges of education with postgraduate degree are high on psychosocial dimension of job satisfaction as compared to principals of colleges of education with graduate degree.

23. The principals of colleges of education with postgraduate degree are high on personal effectiveness as compared to principals of colleges of education with graduate degree.

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

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

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

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

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

30. The principals of colleges of education with above 15 years of teaching experience are high on job satisfaction as compared to principals of colleges of education with below 15 years of teaching experience.

31. The principals of colleges of education with above 15 years of teaching experience are high on job concrete dimension of job
satisfaction as compared to principals of colleges of education with below 15 years of teaching experience.

32. The principals of colleges of education with above 15 years of teaching experience are high on job contract dimension of job satisfaction as compared to principals of colleges of education with below 15 years of teaching experience.

33. The principals of colleges of education with above 15 years of teaching experience are high on psychosocial dimension of job satisfaction as compared to principals of colleges of education with below 15 years of teaching experience.

34. The principals of colleges of education with above 15 years of teaching experience are high on economics conditions dimension of job satisfaction as compared to principals of colleges of education with below 15 years of teaching experience.

35. The principals of colleges of education with above 15 years of teaching experience are high on personal effectiveness as compared to principals of colleges of education with below 15 years of teaching experience.

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

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

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

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

40. The colleges of education with principals working in government types of management have higher job satisfaction as compared to colleges of education with principals working in aided managements.

41. The colleges of education with principals working in government types of management have higher job satisfaction as compared to colleges of education with principals working in unaided managements.
6.6.2 Findings of Correlation Analysis

42. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on job satisfaction and visa versa.

43. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on personal effectiveness and visa versa.

44. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on organization culture and visa versa.

45. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on job concrete dimension of job satisfaction and visa versa.

46. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are
high on psychosocial dimension of job satisfaction and visa versa.

47. The principals of colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on openness to feedback dimension of personal effectiveness and visa versa.

48. The principals of colleges of education high on leadership behaviour and consideration dimension of leadership behaviour are high on perspectiveness dimension of personal effectiveness and visa versa.

49. The colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on openness dimension of organizational culture of colleges and visa versa.

50. The colleges of education high on leadership behaviour, consideration dimension of leadership behaviour and initiating structure dimension of leadership behaviour are high on confrontation dimension of organizational culture of colleges and visa versa.
51. The colleges of education high on leadership behaviour and consideration dimension of leadership behaviour are low on experimentation dimension of organizational culture of colleges and visa versa.

6.6.3 Findings of Regression Analysis

52. Significant R suggests that estimation of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like job satisfaction, personal effectiveness and organization culture. Further, the regression equation shows that job satisfaction, personal effectiveness and organization culture can be used as predictors of leadership behaviour of principals of colleges of education.

53. The regression equation shows that job satisfaction, personal effectiveness and organization culture can be used as predictors of consideration dimension of leadership behaviour of principals of colleges of education.

54. Significant R suggests that estimation of initiating structure dimension of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like job satisfaction, personal effectiveness and organization culture. Further, the regression equation shows that job satisfaction,
personal effectiveness and organization culture can be used as predictors of initiating structure dimension of leadership behaviour of principals of colleges of education.

55. Significant R suggests that estimation of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like dimensions of job satisfaction i.e. job concrete, job contract, psychosocial, economics and community/ national growth. Further, the regression equation shows that job concrete, job contract, psychosocial, economics and community/ national growth can be used as predictors of leadership behaviour of principals of colleges of education.

56. Significant R suggests that estimation of consideration of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like dimensions of job satisfaction i.e. job concrete, job contract, psychosocial, economics and community/ national growth. Further, the regression equation shows that job concrete, job contract, psychosocial, economics and community/ national growth can be used as predictors of consideration of leadership behaviour of principals of colleges of education.

57. Significant R suggests that estimation of initiating structure of leadership behaviour of principals of colleges of education is
possible on the basis of the predictors like dimensions of job satisfaction i.e. job concrete, job contract, psychosocial, economics and community/ national growth. Further, the regression equation shows that job concrete, job contract, psychosocial, economics and community/ national growth can be used as predictors of initiating structure of leadership behaviour of principals of colleges of education.

58. Significant R suggests that estimation of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like dimensions of organization culture i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation. Further, the regression equation shows that openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation can be used as predictors of leadership behaviour of principals of colleges of education.

59. Significant R suggests that estimation of consideration, dimension of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like dimensions of organization culture i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation. Further, the regression
equation shows that openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation can be used as predictors of leadership behaviour of principals of colleges of education.

60. Significant R suggests that estimation of initiating structure dimension of leadership behaviour dimension of leadership behaviour of principals of colleges of education is possible on the basis of the predictors like dimensions of organization culture i.e. openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation. Further, the regression equation shows that openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation can be used as predictors of initiating structure dimension of leadership behaviour dimension of leadership behaviour of principals of colleges of education.

6.7 Educational Implications of the Study

The present study reveals leadership behaviour of Principals of colleges of education.

1. The major findings of the present study proved that leadership behaviour of the principals of colleges of education are very much
related to the Principals job satisfaction, personal effectiveness and organizational culture of the colleges. There is a need to give primary importance in rural area colleges to improve the college culture. There should be provision for a systematic, planned, academic training with all types of Principals at least once in two years. This training should be conducted by expert resourceful persons, Principals with good leadership behaviour with good experience need to be invited to lead the better of Principals in this training to share the experiences of having produced good results. The qualitative and quantitative performance of the colleges largely depend upon the leadership behaviour organizational culture of the colleges. Hence, Principals of colleges of education should keep themselves updated by learning all the modern techniques and concepts of management.

2. This study also shows that unaided type of management are high on leadership behaviour, organizational culture, followed by government and aided types of colleges of education. The college principal is a very important leader who plays a vital role in the educational field. Hence, all Principals must set an exemplary model to the teacher educators, student teachers with a sense of
duty, personal effectiveness, hard working, commitment and sense of responsibility in government and aided colleges.

3. The infrastructure facilities such as classrooms, laboratories and required teaching aids should be provided in these colleges. The government agencies should insist that colleges, Principals and teacher educators of all types of colleges should stay closer to the college in order to make the college healthy and sound.

4. The study of leadership behaviour is important to know which leadership behaviour needs to be manipulated to improve the Principals job satisfaction, organizational culture of the colleges. Hence, to realize the chief objective leadership behaviour, it is imperative to improve personal effectiveness of the Principals, organizational culture. In the era of competition and demand for better institutions, the authorities should pay due consideration to improving the culture of their institutions. The findings of the study may help the authorities concerned on the dimensions of leadership behaviour and job satisfaction in which improvement is needed.

5. The regression analysis revealed that leadership behaviour of Principals of colleges of education has significant positive
influence on job satisfaction, personal effectiveness and organizational culture. The Principals should improve their job satisfaction, personal effectiveness, organizational culture of the institution. The Principals of colleges of education should be high both on initiating structure and consideration leadership behaviour in order to promote healthy organizations.

6. The Government of Karnataka and the Universities in the state may take steps to call upon the colleges of all types to organise training to create awareness of organizational culture inviting resource personnel from National Council for Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) etc..

7. The qualitative and quantitative performance of the colleges largely depends upon the leadership behaviour of Principals job satisfaction, personal effectiveness and organizational culture of an institution. Principals of colleges of education should be high both on consideration and initiating structure leadership behaviour, in order to promote their job satisfaction to improve organizational culture. Hence, Principals of colleges of education should keep themselves updated by learning all the modern techniques of managing with good leadership behaviour.
6.8 Conclusions of the Study

1. In conclusion, the present study shows that the leadership behaviour of the Principals of the colleges of education are due to the influence of job satisfaction, personal effectiveness and organizational culture of the colleges. The effective leadership behaviour, the impact of organizational culture would lead not only to better performance of student teachers but also good quality education.

2. Whatever is leadership behaviour of the Principals, it needs to be effective. The study reveals that any leadership behaviour of a Principals of the colleges of education will affect any member of college in one way or the other; only the degree of influence differs. The Principals of all sorts either from rural or urban areas should realize the significance and importance of the role in improving the organizational culture as well as their job satisfaction and personal effectiveness.

3. This study has been very much helpful in understanding how the leadership behaviour has an impact on the personal effectiveness, job satisfaction of the Principals of the colleges of education. According to Halpin (1957) “the Principal must be a good leader,
approachable as well as open minded, able to bring out the best in others and tap their strength to enhance the operation of the school.

4. Today it is the competitive world. The competitive spirit is felt everywhere and anywhere. This type of situation compels the present Principals of the colleges of education to work more enthusiastically and also efficiently. It is said, healthier the organizational dynamics of an institution, greater the degree of teacher educators trust in the Principals, trust in the colleagues and trust in the organization itself.

5. In the light of the present study, the researcher desires that Principals of the colleges of education through their strategic, leadership behaviour develop their personal effectiveness and job satisfaction and improve the organizational culture of the institution in order to make the organizations effective and efficient.

6.9 Suggestions for Further Research

1. This present study has stressed only the perception of the leadership behaviour of Principals of the colleges of education, job satisfaction, personal effectiveness and organizational
culture of the institution. A different set of tools may be prepared to investigate the similar study using the leadership behaviour, organizational culture with field observation, field interview of the students and parents as well.

2. The comparative study may also be taken for the institutions of higher education in the State.

3. The study can be undertaken to study the leadership styles of the Heads of the schools, administrators and Directors of different educational institutions.