

Inferential analysis–

It used to test the hypothesis -

- 1) t - test
- 2) Pearson's correlation coefficient (r-test)

Significance of the study:

The present study is related to principals work culture and their leadership styles in colleges of education. University of Gulbarga. These studies are especially for B.Ed. college work culture and heads leadership styles. It be applicable to present conditions and principal's different types of work cultures and also applicable to improve their work culture and leadership style in future. It is also suggesting the basic needs and requirements.

Scope and Delimitations of the Study:

The scope of the study is related to only principals of college of education. Rests of the college like D.T.Ed., M.Ed., Engineering, Management, Other faculty are not included. The field of study is college of education affiliated to University of Gulbarga in Karnataka State other University are not included in the present study.

The study encompasses aided as well unaided colleges of education. Study takes into account 3 styles of leadership i.e. the Autocratic / Authoritative style, The Free Rein leadership style and Democratic / Participative.

INTRODUCTION

The importance of the head of an educational institution cannot be overemphasized. They owe a great responsibility to society as the future of the youth is shaped in these institutions. It is commonly seen that the social climate of the educational institution is chiefly determined by the leadership behaviour of its principal. Thus progress in these institutions can result only if exists good leadership.

The principal of a college is considered to be the centre of all the activities taking place in the institution. Leaving aside a few institutions of a very large size. Leadership functions and administrative functions are generally combined, and therefore, leadership becomes an inseparable and a very significant function of administration.

In order to have clear cut understanding of the behavior of the principal, his or her position in educational environment can be seen in the following figure.

Over the last 80 years , a number of different theories and approaches to studying leadership have been developed . Prior to 1945, the most common approach to the study of leadership concentrated on leadership traits. It was thought that leaders possessed and exhibited some unique set of qualities that distinguished them from their peers. Because this line of investigation did not produce consistent outcome, research centered as other theories such on behavioral and situational approaches to the leadership identification. Hence behavior theory is being considered for the present study.

Theories of leadership can be listed as below:

1. Trait Theory
2. Behavior Theory
3. Management Grid
4. Contingency Theory

Leadership is a universal phenomenon in humans and animals. It transforms potential into reality and involves the function of the leader to lead as per the situations. Leadership is a

replete with multi myriad reams of research and search theories and the multifarious and multipurpose definitions and descriptions.

“Leadership is the process of influencing Group Activities towards the Accomplishment of Goals in a given Situations.”

The behavior shown by a leader during overseeing of his subordinates is known as leadership and style. There may be probably as many various types of leadership styles as there are leaders.

Three styles of leadership:

a)Autocratic Style

b)Democratic Style

c)Free Rein Style

Concept of Work Culture:

Work culture is the most important attribute of organizational culture. The concept of work culture is interrelated with most of the concept is organizational behaviour. The human issue in work culture is very important, rather more important than other organizational issue for example economic issues. In this article Dr. Mohanty says work culture refers to norms, attitude, ideologies related to work an involvement of people in the organization.

According to Dr. Mohanty the structure communication, participation and motivation in the organization shape the work culture further, Mohanty, identified some component of work culture namely, concern for the work characterized by work value and work attitudes, punctuality, separation of work and leisure, employee perception and views an organization structure and policies, jobs and conditions of service, work place relationship and functioning of the unions.

Concept of Leadership style:

In educational field, college activities can flourish only if such a college education succeeds in attracting as many students as possible. The success of college of education cannot

only be depending of the principal himself or herself. The principal have the equally supported by his follow teachers and efforts of all these can bring about success to the college of education and the institution can flourish. Hence strong support and deep involvement of the follow teachers in the field of education is the most crucial factor. This involvement and support from follow teachers can be possible only when the leader, the principal, is very well cooperative with them. Principal is a key-person between the management on one hand and teaching and non-teaching staff on the other hand. It is very much essential on the part of the principal to communicate the subordinates. i.e. teachers the predetermined goals of the management and check-out the action for their fulfillment. Similarly through principal teachers can also communicate the needs and difficulties which they face in their work and probable solutions to it. The successful principal is one who tries to achieve equilibrium on both hands. Henceforth it is necessary to have leadership style evaluation on the part of the management too.

Statement of the Problem:

“A comparative study of work culture of the college of education on the basis of Leadership Style of the principal.”

Variable of the study:

Dependent Variable -

Work culture of Principals of College of Education.

Independent Variables -

Leadership style of the principal.

Review of the Related Literature

Dillon Robert Wayne,(2003) has conducted a study on A study of the differences in perceptions between teachers and their principals on the principals leadership style and school climate measures at Saint Louis University. An objective of the study was to find how perceptions regarding school climate and the principal’s leadership style can differ between principals and teacher .Sample : seven schools. Tool :used was Questionnaires. Statistical Techniques used

were ANOVA, t-test, Standard Deviation, Mean etc. Findings of the study were as the schools examined lacked cohesive perceptions between teachers and principals to a significant degree. The principals in the 7 schools should not focus on gathering data from the various teacher groups concerning school climate and the principal's leadership style. No significant variances existed between male and female, white and non-white teachers or tenured and non-tenured teachers in their perception of school climate and the principal's leadership style.

Dyson, Laural. W. (2003). has conducted a study on A case study of a labor-management partnership and its educational reform in an urban school district at Harvard University. An objective of the study was to find non-adversarial approaches to collective bargaining that emerged over the last several decades. They are designed to promote mutually cooperative working relationships that support educational improvement efforts. Sample The sample of the study focuses on one school district efforts. Tools Interviews, Observations and Documents. Statistical Techniques Mean, S.D., t-test etc. Findings The study of labour -management collaboration has implications for both research and practice .Relatively few efforts to utilize interest based negotiation have been studied.

Finnigan, Kara suzanne,(2003), has conducted a study on Principal leadership and teacher expectancy in a high-stakes accountability policy context at University of Wisconsin - Madison, An Objectives to examine the teachers beliefs about their students ability to learn and about their own ability to influence learning within a high-stakes accountability context. Sample 10 elementary school teachers in Chicago Public Schools. Tools The tool used is Expectancy Theory .Statistical Techniques Mean, S.D., ANOVA, t-test etc. Findings Principal leadership is associated with teacher expectancy in probation and non-probation schools. The amount of experience a teacher has at a school, the amount of education the teacher has, the race of the teacher and the schools performance level are associated with individual teacher expectance. The study identified a significant relationship between aggregate expectancy and a schools ability to move off of probation within two years.

Fleck, Franzy , (2003) has conducted a study on How principals work with their more and less effective teachers at Indiana State University, Objective to examine the differences between

principals when working with their more and less effective teachers. To find the difference among elementary, middle and high school principals when working with their more and less effective teachers. The sample of the study comprises 300 principals of grades kinder garden through twelve. Tools of Leadership Strategies Enquiry Questionnaire was the tool used in this study. Statistical Techniques Mean, Standard Deviation, Standard Error and ANOVA were used for the analysis of data. There is no significant difference found among elementary, middle and high school principals when working with their more and less effective teachers.

Gawereki, Julie Christin, (2003) has conducted a study on The impact of principal leadership on student academic achievement: A case study of south side intermediate school. at University of Missouri – Columbia. Objective To examine the impact of principal leadership on student academic achievement at the middle school level. Sample One principal of middle school Tools Interview, non-participant observations and the collection of official documents. Statistical Analysis The qualitative data were entered to a software program to categorize and analyze as necessary. Findings The principals must be transformational leaders who serve as and share the responsibility for instructional and curricular leadership. Shared leadership builds a collaborative culture and allows teachers to feel empowered when making decisions regarding student learning.

Kretgmann, Norma Jean, (2003) has conducted a study on Leadership characteristics of teachers aspiring to Lutheran elementary school principalships. at Saint Louis University. Objectives This study examined the leadership characteristics of educators who aspired become elementary school principals in schools of the Lutheran Church Missouri Synod . Sample The sample of the study included 315 LCMS educators and 82 school leadership development graduates. Tools Used Spiritual leadership survey - by Ross Stueber Communication skills survey Visionary leadership survey Demographic questionnaire designed by the researcher. Statistical Techniques Descriptive statistics, independent sample “t” tests and chi-square tests of independence. The findings for spiritual leadership characteristics were statistically insignificant between the educators who aspired to become LCMS elementary school principals and the non-aspiring educators.

Thomas Christop.(2003) has conducted a study on The Management and leadership orientation An empirical study of student affairs administrators at four year colleges and universities in Connecticut and Massachusetts at University of Connecticut, Sample 117 administrators in colleges and universities in Connecticut and Massachusetts. Tools Bolman and Deals Leadership Orientation Survey (LOS) Statistical Techniques SD, Mean, t-test, ANOVA etc. Findings Student affairs administrators (SAA) who are able to use a fully balanced leadership frame approach are more effective managers of time then are SAAs who use only one or two leadership frames.

Pillettieri, Judith R., (2003) has conducted study on An analysis of perceptions of second career teachers and their principals as compared to first career teachers. at Boston College. An Objective to investigate the differing needs that second career teachers face in their first year of teaching, as compared to the needs of first year of teaching, and the needs of first career teachers. Sample Data were collected from a small group of purpose fully selected participants from three separate schools. Tools - Interview. Statistical techniques -t-test, Mean, SD etc. Findings Development of comprehensive orientation and induction process, a formal mentorship program that provides a means of on-going support. Recognition of the critical role principals play in welcoming the new teacher and overseeing the on-going mentorship process.

Goodman,J.J. (2003) has conducted a study on Principal's perception on interagency collaborative at University of Kentucky. Objectives The purpose of this study was to understand principals experiences with interagency collaboration in Kentucky To study the professional perspectives of principals in relationship to the Kentucky Education Reform Acts goal of improving student learning by the provision of needed services through the auspices of the family resource and youth service centre. To develop a set of naturalistic generalizations or propositions. To develop a grounded theoretical explanation of the phenomena observed. Sample High School and Higher Secondary School Principals of Kentucky region. Tools used to investigate values, beliefs, attitudes and norms were merged using tools by the investigator and data collected through Family Resource and Youth Service Centres. Statistical Techniques

Mean, Median, t-test etc. Findings The principals perceptions about the efficacy of providing services to students and their families through interagency collaboration can be positively influenced by shared values among principals.

Goodman, Jone Johnson, .(2003) has conducted a study on Administrative control exercised by academic deans at University of Kentucky. Objectives To study the administrative control and influence by academic deans. Sample The sample of the study was selected from Wisconsin area and the data were gathered from faculty members, chairpersons, deans, vice chancellors and chancellors. Tool Tools used in this study were (a) “Administrative control mechanisms” and (b) “Organizational control”. Statistical Techniques SD, Mean, t-test etc were used for the analysis of data. Findings Academic deans make extensive use of three hierarchical forms of control - inputs, outputs and behavior controls. Deans rely moderately on the non-hierarchical controls of selection, socialization and environment. The findings indicate that two known determinants of organizational control as well as the third unexpected determinant of control, “traditions” have a major input on control use by deans. The significance of goals, environment, and traditions as determinants of control use by deans helps explain the overall pattern of control use by academic deans.

Lesniewski, Thomas A,(2003) has conducted a study on School superintendents’ transformational leadership styles and school climate : Teacher’s perceptions at Western Pennsylvania small school districts Indiana University of Pennsylvania .Objectives To study the relationship between the leadership style of superintendents and the organizational climate of the school district. Sample 183 teachers in small rural school districts in Western Pennsylvania participated in the study. Tools The tools used in this study were (a) Multifactor Leadership Questionnaire (MLQ) & Leadership Style, (b) Organizational Climate Description Questionnaire (OCDQ) for school climate. Statistical Techniques Mean, SD, t-test, ANOVA etc Findings This study showed that a correlation does exist between school superintendents’ transformational leadership style and school climate.

Moore, Quincie Little, (2003) has conducted a study on Teacher's perceptions of principal's leadership skills in selected South Carolina secondary schools at University of South Carolina. Objectives To analyse teachers perceptions of the instructional leadership skills of selected south Carolina public high school principals who were in schools with populations of high poverty students based on South Carolina poverty indices. Sample South Carolina Public School principals in the same region. Tool The tool used in this study is the Principal Instructional Management Rating Scale (PIMRS). Statistical Techniques S.D., Mean, t-test etc. There is no significant difference in the three subscales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory .Grouping of schools rated good and schools rated unsatisfactory showed significant differences There is no significant difference between monitor student progress subscale instruction and coordination curriculum subscale.

Nicholson, Juanita Lynett, (2003) has conducted a study on An exploration of the ability to predict student achievement from leadership behaviors, teacher's job satisfaction and socio economic status. at George Washington University Objectives to investigate the relationships between principal leadership style, teacher job satisfaction, school socio economic status (SES) and student achievement. Sample Students of 31 high schools. Scores in english, maths, social studies and science to measure student achievement. Multifactor Leadership Questionnaire (MLQ-5X) to measure principals leadership style. Minnesota Job Satisfaction Questionnaire (MJSQ) to measure teachers job satisfaction. Statistical Techniques Mean, Median, S.D, t-test, Multiple Regression Analysis etc. Findings, there is significant relationship between school socio economic status variable and student achievement. There is no significant relationship existing between the transformational leadership style of the principal or teacher job satisfaction and the percentage of students passing the standards of learning test. Also there is direct negative correlation between the principals transactional leadership style and student achievement.

Nolen Kent, (2003) has conducted a study on An analysis of principal leadership behavior, teacher attendance and student achievement in Chicago public secondary school.at Loyola University of Chicago .Objectives To study the style and type of leadership exhibited by the

principal and its input on teacher attendance and the student achievement. Sample 28 Chicago high school principals. Tools Leader Behavior Descriptive Questionnaire. Teacher attendance index from schools. Achievement test and proficiency meaning. Statistical Techniques Pearson Product Moment Correlation, Mean, S.D., and t-test. Findings 1. Relationship exists between the leader behavior of the principal, teacher attendance and student achievement. There is significant relationship between principal leadership behavior and teacher attendance. There is no significant relationship between principal leadership behavior and student achievement.

Holt, Daniel Joseph,(2003) has conducted a study on Administrator behavioral leadership practices: A comparative assessment of administrators and observers at selected community colleges at Texas A & M University. Objectives The purpose of this study was to examine the leadership behavior of administrators in community colleges. Sample 850 individuals at two Texas community college districts. Tools Kouzes & Posners Leadership Practices Inventory (LPI) Questionnaire. Statistical Techniques Mean, Median, t-test, S.D., etc.

Findings There is a significant difference between administrators ratings and observers ratings on leadership practices. Knowledgeable observers offer much lower ratings on individual behavioral characteristics indicating that they believe in the administrator's commitment to leadership practices and that it is not as strong as the administrators imagine.

Senun, Sontaya,(2002) has conducted a study on "The relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ schools in Thailand". at Illinois State University. Objectives to determine the relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ Schools in Thailand. Sample 20 schools under the Church of Christ in Thailand .Tools Change Facilitator Style Questionnaire (CFSQ) Organizational Health Inventory for Secondary Schools (OHI-S) Statistical Techniques Mean, Median, t-test, S.D., Regression Analysis etc.

Anderson, Mary Lon Arguelles,(2002) has conducted a study on The principal's role in changing school culture. At University of New Mexico. Objectives To describe efforts to

implement an effective student portfolio assessment program in an urban middle school. 2. To identify, describe and analyze the strategies used by the principal to influence and support the faculties' implementation of the program. Sample Parents, teachers and students are included in the sample of the study. Tools Questionnaires, Surveys, Notes, Interviews, Observations and Document Review. Statistical Techniques Mean, Median, t-test, S.D., etc. Findings The result of the study indicates that an effective portfolio assessment program was implemented and that strategies used by the principal emerged as the main factor of influencing and supporting teachers in the implementation of student portfolios.

Booker Janice Elaine Garrett,(2003) has conducted a study on Teacher's and principal's perception of leadership styles and their relation to school climate at University of Mississippi. Objective To examine teachers and principals perception of leadership styles. To study the relationship between leadership styles and school climate. Sample 36 principals and 1080 middle school teachers Multifactor Leadership Questionnaire form 5X (MLQ-Form 5X) 2. Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM) Statistical Techniques S.D., Mean, t-test etc., Findings there is significant relationship between teachers and principals perception of laissez - faire leadership and aspects of school climate. There is significant relationship relative to teachers and principals perceptions of school climate.

Brewer, William John,(2003) has conducted a study on Leadership behavior of principals opening new high schools in Virginia. University of Virginia. Objective the purpose of this study was to solicit the perceptions of principals who have opened new high schools. Sample Three principals who had opened a new high school within the past two years. Tool The compilation of their experience should provide information that will assist those who will be charged with this responsibility in the future. Statistical Techniques t-test, Mean, Median, etc. Findings the expectations for leadership behavior by principals opening new high schools are not provided by the local school division. The hiring process is the most important priority that must be addressed by the principal who is opening a new high school.

De Stefano, Marcelo, (2003) has conducted a study on School effectiveness: the role of the principal in a leading public secondary school in Santa fe province, Argentina at Columbia University Teachers College. Objectives To identify the behavior of the principal that contributed to achieving school effectiveness in a leading public secondary school in Sant Fe Province, Argentina. Sample 45 participants. Tool Interview. Statistical Techniques Mean, Median, t-test, S.D., etc. Findings The most frequent behavior of the principal contributing to the effectiveness of the school is placed in the category “exhibits administrative leadership / governance.”The study concludes implications for the design of administrative training / development programs for teachers and principals.

Stone Cheryl ,(2003)has conducted a study on A study of the relationship between principal’s leadership behavior and the school culture as perceived by the teachers. at University of Mississippi . Objectives To study the relationship between the principal“ s leadership behavior and the school culture in schools in Madison County, Mississippi. Sample 513 teachers from the eligible schools at all levels (elementary, middle and high schools) Tools The Leadership Practice Inventory Observer (LPI) The Instructional Climate Inventory form T Statistical Techniques ANOVA, t-test, S.D., Mean, Pearson Product Moment Correlation etc. Findings There is no significant difference in the leadership practices of elementary middle and high school principals as perceived by teachers. The principals leadership practices were similar regardless of the type of school in which they worked.

Blair, Darlene, (2001) has conducted a study on Principals’ leadership styles, school ratings and principals’ time spent on instructional leadership and management tasks in Texas. at Sam Houston, State University. Objectives This study examined the relationship between principal“ s leadership styles, school ratings and the time principals spend on instructional leadership and management tasks. Sample 170 principals and 277 teachers took part in the study. Statistical Techniques Mean, Median, S.D., ANOVA, Pearson product moment correlations etc were used for the study. Findings. There is no significant difference between intellectual stimulation and individual consideration There is no significant difference between extra effort, effectiveness and satisfaction.

Harris Elizabeth Stewart, (2002) has conducted a study on The relationship between principal's instructional leadership skills and the academic achievement of high poverty students. at University of South Carolina. Objectives To study the perceptions of the instructional leadership skills of four elected Carolina public elementary school principals who were in schools with large poverty indices. Sample Two schools which received an absolute rating of good on the South Carolina School Report Card and two schools which received an absolute rating of unsatisfactory on the South Carolina School Report Card were selected for the study. Tool Principal Instructional Management Rating Scale (PIMRS) Statistical Techniques Mean, S.D., t-test, etc. Findings There is significant difference on the rating of the schools in the two subscales of supervise and evaluate instruction and monitor student progress.

Mitchell, Linda Marie Garcia,(2002) has conducted a study on The relationship of teacher morale to teacher perception of principal's behavior in selected high schools in south Texas. at Texas A & M University, Corpus Christi. Objectives To determine whether teachers who exhibited high morale rated their principals behavior higher than teachers who exhibited average or low morale. Sample 405 certified teachers in selected high schools in South Texas .

The Purdue Teacher Opinionnaire (PTO) and Leader Behavior Description Questionnaire - Form XII Statistical Techniques Mean, t-test, Anova, etc. Findings There is no significant difference between teachers who exhibited high and average morale as measured by the PTO in their ratings of their principals behavior There is no significant difference between teachers who exhibited average and low morale in their ratings There is significant difference between how teachers with high, average and low morale rated their principals behavior.

Maclsaac, Margaret Isabel,(2002) has conducted a study on Principals as leaders and managers of selected after-school programs in California. at Villalobas -, University of La Verna. Objectives To identify and describe the leadership and management behaviors principals used to develop and implement a successful after-school program. Sample principals and 15 staff members in Sacramento Country. Tool Interview. Statistical Techniques S.D., t-test, Mean, Frequency etc. Findings Principals involved others in the creation of a vision for the after school

program that inspired and motivated others. Principals modeled the way for staff to work together to create opportunities for students to achieve. They built the capacity of their staffs to communicate, cooperate and learn from one another. Principals collaborated with regular and after-school staffs to make decisions about students and the program. Principals created a shared ownership for the after-school program among regular and after school staffs.

Dickerson, Peggy Lee, (2003) has conducted a study on Principal leadership style and the dimensions of teacher leadership in Texas public schools. at Texas A&M University – Commerce. Findings . There is significant difference between principal leadership and gender, school size, percentage of low socio-economic students and grade configuration. There is no significant difference in the levels of teacher leadership based on the leadership style of elementary principal's. There is significant difference between teacher leadership and the school rating.

Fleming, N. Jane Byers,(2003) has conducted a study on A study of principal and teacher judgments of principal leadership orientations at University of Maryland College Park. Objectives to investigate the differences in the patterns of principal leadership behaviors as judged by teachers and principals in Comprehensive School Reform Demonstration and Non-Comprehensive School Reform Demonstration schools in one mid-Atlantic state. Sample 19 principals and 313 teachers of 9 CSRD and 10 Non-CSRD schools. Tools Bolman and Deals conceptual framework of leadership orientations survey (1984). Statistical Techniques S.D., t-test, Correlation analysis, Analysis of variance etc. Findings The structural frame was rated highest of the other frames named human resources, political and symbolic.

Blatt Dennis. A, (2002) has conducted a study on A study to determine the relationship between the leadership styles of career technical directors and school climate as perceived by teachers. at West Virginia University. Findings There is significant positive relationship between transformational leadership and school climate .There is statistically significant negative relationship between laissez faire leadership and school climate. There is no statistically significant relationship between transactional leadership and school climate. 4. There is positive

relationship identified between transformational leadership and school climate for both female and male directors. There is statistically significant positive relationship between transactional leadership and school climate for male directors. There is no statistically significant positive relationship between transactional leadership and school climate for female directors.

Callison, Jo Jean Faye,(2002) has conducted a study on Teacher assessment of school climate and its relationship to student achievement. at University of South Dakota, Objectives To determine if relationship existed between teachers assessment of school climate and student achievement. To determine if there was difference between climate assessment of secondary and elementary teachers and student achievement at the secondary and the elementary levels. Sample 250 teaching staff in the Sioux Falls, South Dakota School District. Tools The organizational climate index and Stanford Achievement Test-9. Statistical Techniques t-test, S.D., % Analysis, Mean etc. Findings There is no significant relationship between teacher's over all assessment of school climate and student achievement at either the elementary or the secondary level. There is no significant relationship between climate dimensions of student achievement. There is no significant difference between the climate dimensions of teachers at the elementary and secondary levels.

Condren, Tammy Dayle,(2002) has conducted a study on The relationship between principal's emotional intelligence and leadership effectiveness. at University of Missouri Columbia. Objectives To study the relationship between the emotional intelligence of the principal and teachers perception of the principals leadership effectiveness.. Findings There is relationship between leadership practices and overall emotional intelligence factor as well as two specific aspects of emotional intelligence (behavioral and knowledge) There is relationship between gender and building level of administrator. strong support from principal is a strong reason for one remaining in teaching. Also a good administrator should communicate effectively and manage conflicts well. It seems no one has conducted research on management skills of the principal in foreign countries and the investigator wants to study the managerial skills of the principals in colleges of education.

PANDEY, SAROJ,(1995) A Study of Leadership Behavior of the Principal, Organizational Climate and Teacher Morale of the Secondary Schools, M.Phil., EDU at , All. U. The major findings were. No significant difference was found between the leadership behaviour of rural and urban principals. Rural schools were more open than those in urban areas. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate.

Need of the Study:

The present study is undertaken with a view to look into the teachers' perceptions of work culture of college of education in relation to the perceived leadership styles. The relationship if any, having been brought out will help the education leader as well as the teachers become aware of some of the reasons for the deteriorating work culture so that they try to build strategies for a work culture most conducive for the society, the institution as well as the individual.

Research studies already undertake motivated the research to select the topic under study. It was found that some researches had been done on the work culture of public and private sector organizations. With advent of trade unionism, associations and specification of work conditions, pay scales and work load in the educational institutions a need was felt for a study of work culture of educational institutions. Also, it is hoped that the present investigation will throw will throw light on factors considered important for a good climate which would help in developing the work culture needed for effective educational institutions. The study could also facilitate the understanding of the leadership styles most suited for developing the much needed work culture.

Aims of the study:

The study was conducted with the following broad aim.

- 1) To study the leadership styles of the principals of the college of Education on the basis of college.
- 2) To study the work culture of the college of Education on the basis of college.
- 3) To study the relationship between the leadership styles and the work culture of the college of Education on the basis of college.

Objectives of the study:

- 1) To Study the work culture of principals of colleges of education on the basis of gender.
a) Male b) Female
- 2) To Study the work culture of principals of colleges of education on the basis of types of college.
a) Aided b) Un-aided
- 3) To Study the work culture of principals of colleges of education on the basis of experience of the principals.
a) Experienced b) Non-experienced
- 4) To Study the leadership style of principals of colleges of education on the basis of gender.
a) Male b) Female
- 5) To Study the leadership style of principals of colleges of education on the basis of types of college.

- a) Aided b) Un-aided
- 6) To Study the leadership style of principals of colleges of education on the basis experienced of the principals.
- a) Experienced b) Non-experienced.
- 7) To compare work culture and leadership style of principals of colleges of education on the basis of gender.
- a) Male b) Female
- 8) To compare work culture and leadership style of principals of colleges of education on the basis of types of college.
- a) Aided b) Un-aided.
- 9) To compare work culture and leadership of style of principals of colleges of education on the basis of experience of the principals.
- a) Experienced b) Non-experienced

Hypotheses of the Study:

- 1) There is no significant difference in the work culture of male and female principals o colleges of education.
- 2) There is no significant difference in the work culture of principals of aided and un-aided colleges of education.
- 3) There is no significant difference in the work culture of experienced and non-experience principals of colleges of education.
- 4) There is no significant difference in the leadership style of male and female principals of colleges of education.
- 5) There is no significant difference in the leadership style of principals of aided and un-aided colleges of education.

- 6) There is no significant difference in the leadership style of experienced and non-experienced principals of colleges of education.
- 7) There is no significant correlation in the work culture and leadership style of male principals of colleges of education.
- 8) There is no significant correlation in the work culture and leadership style of female principals of colleges of education.
- 9) There is no significant correlation in the work culture and leadership style of aided principals of colleges of education.
- 10) There is no significant correlation in the work culture and leadership style of un-aided principals of colleges of education.
- 11) There is no significant correlation in the work culture and leadership style of experienced principals of colleges of education.
- 12) There is no significant correlation in the work culture and leadership style of non-experience principals of colleges of education.

Operational Definitions:

Work Culture: According to Campbell, Dunnette, Lawler and Weekck (1970) “Organization culture is concerned with how employees perceive the six basic characteristics - individual, autonomy, structure, reward, consideration and conflict.”

Leadership Style:The behaviour exhibited by a leader during supervision of subordinates is known as leadership style. Basically there are three styles listed out, Autocratic, Democratic and Free rein.

College of Education: College of education is teacher training college at graduate level (B.Ed.) Affiliated to Gulbarga University, Gulbarga, and Karnataka.

Principal: Principal word refers to head of the institution as primary, secondary, degree colleges but our study is only related to colleges of education.

Gender:Male and Female Principals of colleges of education.

Experienced:Teaching and administration experience in the colleges of education.

Type of College: Aided and unaided colleges of education.

Research Design and Methodology:

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in process.

Research design is needed because it facilitates the smooth sailing of the various research operations there by making research as efficient as possible fielding maximum information with minimum expenditure of effort time and money.

For the present study Descriptive survey method is used.

Content in Work Culture of the Colleges of Education:

- 1) Concept, Foundation and History of work Culture.
- 2) Meaning and scope of work, work experienced and work culture development.
- 3) Work culture, values, attitudes, place relationship and functioning of unions.
- 4) Work culture patterns – soft work culture and synergetic work culture-concept, meaning and scope.
- 5) Protection of work in India all factor physical and psychological which affect work culture.

Content in Leadership Styles:

- 1) Concept, foundation and History of leadership styles.
- 2) Leadership skills - meaning, scope and leadership traits.
- 3) Initiating structure: Leader’s behaviour in structuring the job of the followers and establishing well-defined patterns of organization and communication.
- 4) The Leadership style, attitude towards education concept of principle as a leadership style.

Sample:

Sampling theory is study of relationship existing between a population and samples drawn from population.

The population of present study is all the principals of colleges of education affiliated to the Gulbarga University, Gulbarga. The sample will be selected randomly from six Districts of Gulbarga University. i.e. Gulbarga, Bidar, Yadgir, Ballari, Raichur and Kappal.

TABLE

Total No of Principals = 75

Table 1

Gender wise distribution of sample

Male	46
Female	29
Total	75

Table 2

College type wise distribution of sample

Aided	18
Unaided	57
Total	75

Table 3

Experience wise distribution of sample

Experienced	53
Un experienced	22
Total	75

Tools:

In the present study two types of tool was be used by researcher related to the present study.

- 1) Work culture of colleges of education. – Rating Scale prepared by Dr. G. J. Kerawalla and Mrs. Indu Gerg.
- 2) Leadership style questionnaire. – Tools Prepared by Dr. G. Kerawalla

Data Analysis:

The researcher will analyses the data by -

- 1) Descriptive Analysis
- 2) Inferential Analysis.

Descriptive Analysis–

The used following statistical techniques for descriptive analysis of data -

- Mean
- Median
- Mode
- Standard Deviation
- Kurtosis
- Skewness.