



# Effect Of Leadership Behaviour Of B.Ed. College Principals On Organizational Climate Of B.Ed. Colleges

<sup>1</sup> Mahadeva Swamy, <sup>2</sup> Dr. N. Lakshmi

<sup>1</sup> Research Scholar, <sup>2</sup> Research Guide, Professor and Dean Academic

<sup>1</sup> Department of Studies and Research in Education

<sup>1</sup> Karnataka State Open University, Mukthagangotri, Mysuru-570006, Karnataka, India.

**Abstract:** The present study investigates the effect of leadership behaviour of B.Ed. college principals on the organizational climate of B.Ed. colleges. The study considers Leadership Behaviour as the independent variable and Organizational Climate as the dependent variable, with Gender, Type of Management and Locality as background variables. A sample of 130 B.Ed. teacher educators from colleges affiliated with Bangalore Collegiate Education across Bangalore Urban and Rural Districts was selected. The data were collected using self-developed standardized tools-the Leadership Behaviour Scale and the Organizational Climate Scale for B.Ed. Colleges. The data were analyzed using independent 't' test and correlation techniques with the help of SPSS and MS Excel. The level of significance was set at 0.05 and 0.01. The results revealed a significant positive relationship between leadership behaviour and organizational climate. With respect to background variables, no significant difference was found based on gender. However, private aided colleges exhibited a more favorable organizational climate compared to private unaided colleges. Similarly, urban colleges were found to have a better organizational climate than their rural counterparts

**Index Terms** - Leadership Behaviour organizational Climate, B.Ed. Colleges, Teacher Educators.

## 1. INTRODUCTION

Leadership at educational institutions is critical in defining the quality and direction of teaching and learning activities. In teacher education institutions such as B.Ed. colleges, the principal's leadership style has a substantial impact on faculty members' performance and morale, as well as the general institutional climate (Singh, 2012). Leadership behavior refers to the activities, decision-making approaches, communication practices and interpersonal relationships maintained by the institution's leader. Effective leadership promotes trust, collaboration and professional development, all of which are necessary for developing competent future educators (Kaur, 2017). Organizational climate, on the other hand, is a composite of educators' opinions of their work environment, encompassing elements such as communication flow, participative decision-making, leadership support and general institutional ethos (Gupta & Kumar, 2015). A positive organizational climate improves work happiness, dedication and faculty performance. In contrast, a negative climate can cause stress, burnout and decreased job efficiency. As a result, knowing the impact of the principal's leadership style on the organizational climate of B.Ed. colleges is critical in the context of India's efforts to develop teacher education institutions.

## 2. SIGNIFICANCE OF THE STUDY

The current study is significant because it seeks to investigate the relationship between B.Ed. college administrators' leadership behaviors and the organizational climate as observed by teacher educators. In India, particularly with the implementation of the National Education Policy 2020, there is a growing demand for transformative leadership in teacher education institutions that can promote innovation, diversity and quality outcomes (Ministry of Education, 2020). Principals are now expected to be academic leaders, mentors and change agents, in addition to administrative responsibilities. This study contributes to our understanding of how contextual and demographic factors may influence or modify the relationship between leadership and organizational climate by concentrating on variables such as gender (male and female), type of college (aided and unaided) and location (urban and rural). The findings can help politicians, educational planners and institutional leaders execute leadership development programs and organizational reforms. Furthermore, the study's findings helps B.Ed. colleges foster supportive cultures that improve faculty engagement, teaching quality and student achievement (Rao, 2014; Sharma, 2018).

## 3. REVIEW OF RELATED LITERATURE

Organizational climate and leadership behaviour in educational institutions have a substantial impact on instructors' motivation, work happiness, professional dedication and, eventually, students' academic accomplishment. Understanding how these elements differ between different types of colleges and educational settings can assist enhance the work environment and educational outcomes? Several studies have looked at organizational climate, occupational stress and leadership to see how these affect teachers and children.

### 3.1 Studies related to Organizational Climate and Leadership Behaviour

Moneswari (2021) investigated the association between organizational climate and job satisfaction among academic members at Bodoland University and discovered a moderate relationship. This study emphasized the role of leadership, communication and teamwork in determining job satisfaction.

Kundu and Basu (2020) investigated the organizational atmosphere of teacher education institutes in Kolkata, comparing government-aided and self-financed colleges. They found that government-aided institutions had better physical facilities and organizational climate, although job satisfaction did not always connect directly with spatial location or organizational climate quality.

Chetia and Bordoloi (2020) investigated the association between organizational atmosphere and professional commitment among teacher educators in B.Ed. colleges affiliated with Gauhati University. Their findings revealed that a positive organizational climate is linked to increased professional commitment, implying that a healthy work environment promotes teacher competency and dedication. Karve (2018) evaluated the organizational atmosphere, occupational stress and work motivation of physical education teachers in government, government-aided and unaided schools in Bidar district. The study discovered considerable disparities in occupational stress levels, with instructors in unaided schools reporting more stress than their peers in government and aided schools. Furthermore, government school teachers reported higher work motivation and a more positive organizational climate than those in unaided schools. Mehta (2015) explored the association between school organizational atmosphere and academic achievement in Amritsar secondary schools, both government and non-government. The study discovered a substantial positive association, showing that a better organizational climate helps to improve academic achievement. Shukla, Mishra and Sen (2011) investigated views of organizational environment among personnel in teaching and non-teaching departments of non-professional institutions in Indore Division. The study found that teaching personnel had a higher positive opinion of the organizational climate than non-

teaching staff. Furthermore, younger and female employees had a more positive perception of the organizational atmosphere than older and male employees.

Other research has stressed the importance of leadership in establishing educational environments. Parmar (2019) emphasized the relevance of principal leadership style and teacher attitudes in fostering a positive academic environment. Dakshayani and Palanethra (2020) discovered that educational leadership efficacy differs according to school management style, implying that private school principals may require additional training to improve their leadership. Canli and Ozdemir investigated the impact of organizational environment on creativity in secondary schools and discovered that leadership and interpersonal interactions had a substantial influence on organizational and administrative innovation.

### **3.2 Overview of Studies and Research Gap**

Despite these significant findings, there is still a need for comprehensive research that combine organizational climate, leadership behavior, occupational stress and motivation across a variety of educational contexts, particularly secondary school settings. The majority of available research focuses on either teacher educators, higher education institutions or specialized teacher groups, such as physical education instructors. There is little research on how these variables interact to influence not only teacher outcomes but also student academic accomplishment in schools and colleges with various school administration models. Furthermore, the relationship between leadership behaviors and organizational climate in fostering teacher engagement and minimizing stress deserves further examination.

## **4. STATEMENT OF THE PROBLEM**

The article title selected for the present research is: **“Effect of Leadership Behaviour of B.Ed. College Principals on Organizational Climate of B.Ed. Colleges”**

## **5. OBJECTIVES OF THE STUDY**

The objectives of the present research are as follows:

1. To find out the relationship between Organizational Climate and Leadership Behaviour of B.Ed. College principals.
2. To evaluate the Organizational Climate between B.Ed. College male and female teacher educators.
3. To examine the Organizational Climate of B.Ed. College teacher educators working in private aided and private unaided colleges.
4. To assess the Organizational Climate of B.Ed. College teacher educators working in urban and rural colleges.

## **6. RESEARCH HYPOTHESES**

The following null hypotheses are formulated for the present research:

1. There is no significant relationship between Organizational Climate and Leadership Behaviour of B.Ed. College principals.
2. There is no significant difference in the Organizational Climate between B.Ed. College male and female teacher educators.
3. There is no significant difference in the Organizational Climate of B.Ed. College teacher educators working in private aided and private unaided colleges.
4. There is no significant difference in the Organizational Climate of B.Ed. College teacher educators working in urban and rural colleges.

## 7. METHODOLOGY

The current study used a descriptive survey method to evaluate the association between organizational climate and leadership behaviour at B.Ed. colleges as perceived by B.Ed. teacher educators. This method was deemed appropriate for the study since it aids in the collection of detailed information from a representative sample of the population in order to understand current conditions and linkages among variables. The independent variable investigated was Leadership Behaviour, while the dependent variable was Organizational Climate. Gender, Type of College and Location were all examined in the study. The study used a sample of 130 B.Ed. teacher educators from Bangalore Collegiate Education-affiliated colleges in Bangalore's urban and rural districts. Data were gathered using self-developed tools, the Leadership Behaviour Scale and the Organizational Climate Scale for B.Ed. Colleges. The independent 't' test and correlation were used to examine data, which was done with SPSS and MS Excel. The significance values were 0.05 and 0.01.

The researcher personally visited B.Ed. colleges and administered the tools in normal classroom settings, assuring a consistent testing experience. The teacher educators received clear instructions and were urged to reply to the items genuinely and independently. Tools were administered in a single sitting for each college, ensuring situations and standardization. The data was collected and statistically evaluated using the software packages like SPSS and MS Excel. The Pearson correlation coefficient (r-test) was used to examine the degree and direction of the link between organizational climate and leadership behavior among college principals. Furthermore, the independent samples 't' test was used to examine the mean organizational climate ratings by gender, college type and area. The level of significance was set to 0.05 and 0.01, assuring a meaningful link and differences.

## 8. ANALYSIS AND INTERPRETATION OF DATA

The acquired data was thoroughly examined using proper statistical approaches to investigate the relationship between organizational climate and leadership behavior, as well as to identify variances in organizational climate depending on gender, college type and area. The Pearson correlation coefficient (r-test) was used to investigate the link between the variables and the independent samples t-test was utilized to compare the mean scores on organizational climate across different sets of factors. The significance levels for evaluating the hypotheses were set at 0.01 and 0.05, respectively. The findings and interpretations are reported below:

**Table-1:** Correlation results on organizational climate and Leadership Behaviour of B.Ed. college Principals perceived by teacher educators.

Variable	N	df (N-2)	'r' value	Sig. Level
Organizational Climate (Dependent)	130	128	0.297	**
Leadership Behaviour (Independent)				

\*\*Significant at 0.01 level (0.228).

The correlation study given in Table 1 reveals a substantial positive association between B.Ed. college administrators' leadership behavior and the organizational climate of their institutions, as perceived by teacher educators. The Pearson correlation coefficient,  $r = 0.297$ , is statistically significant at the 0.01 level (critical value = 0.228). This finding suggests that colleges with principals that demonstrate strong leadership behaviors, such as being supportive, communicative, democratic and inspiring, have a better organizational climate. Such a climate is likely to be defined by open communication, mutual respect, instructor autonomy and job satisfaction. These findings are consistent with earlier research (e.g., Kaur,

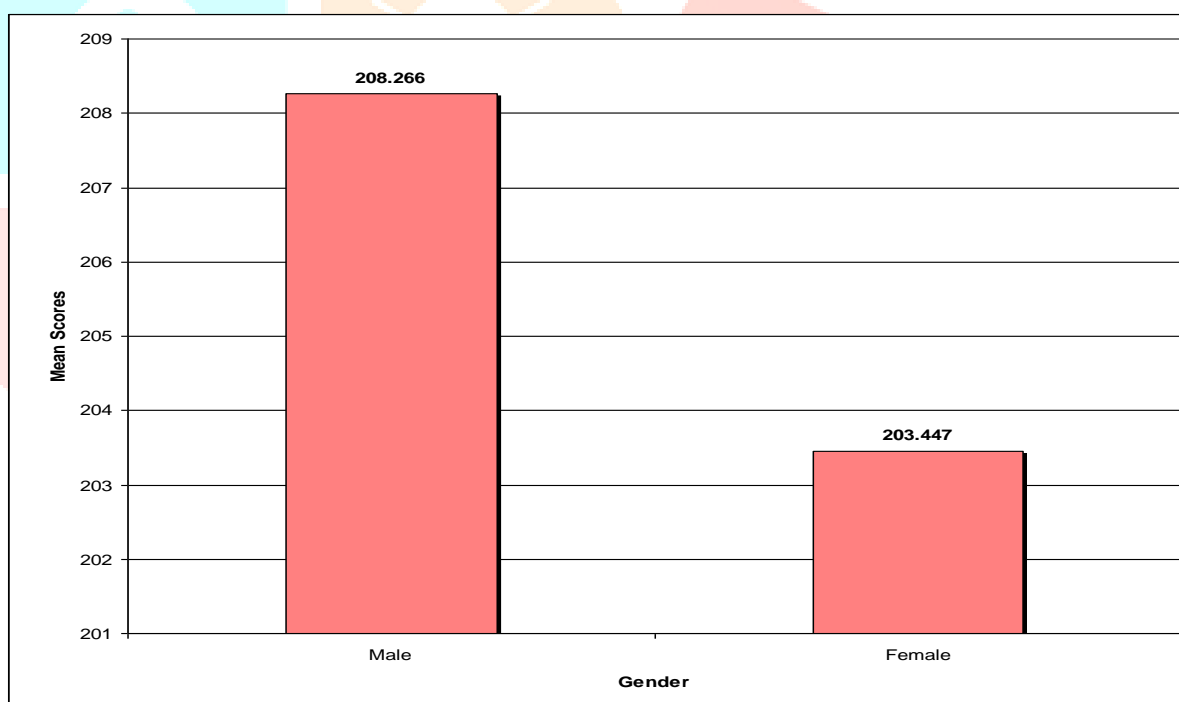
2017; Sharma & Singh, 2014), which has proven that leadership plays an important role in building a positive working environment in educational contexts.

**Table-2:** Independent samples 't' test results pertaining to Organizational Climate scores perceived by B.Ed. Teacher Educators based on gender.

Group	N	Mean	Std. Dev.	't' Value	Sig. level
Male	45	208.266	10.754	2.02	*
Female	85	203.447	16.243		

\*Significant at 0.05 level (Table Value for df=128 is 1.98).

Table 2 shows the results of an independent samples 't' test comparing organizational climate scores by gender. The test found a statistically significant difference at the 0.05 level ( $t = 2.02$ , critical value = 1.98), showing that male and female teacher educators saw the organizational environment differently. The mean score for male educators was 208.266, while for female educators it was 203.447, indicating that male educators have a little more positive perception of the climate of B.Ed. colleges than their female counterparts. Although the difference is statistically significant, it is quite tiny in scale. This could be due to differences in views of leadership support, communication styles or possibilities for decision-making between genders. These gender-based views should be investigated further in future qualitative investigations to better understand the underlying reasons.



**Figure-1:** Bar graph shows comparison of Organizational Climate scores based on Gender.

**Table-3:** Independent samples 't' test results pertaining to Organizational Climate scores perceived by B.Ed. Teacher Educators based on Type of College.

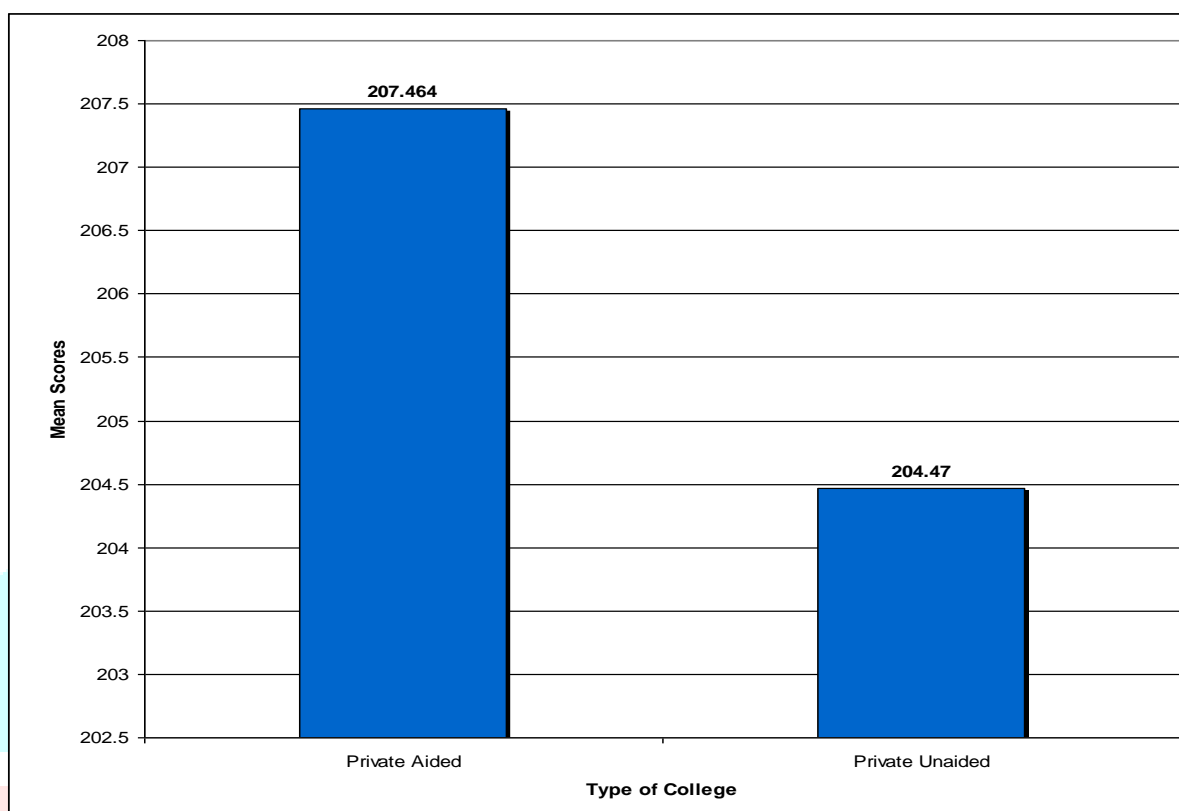
Group	N	Mean	Std. Dev.	't' Value	Sig. level
Private Aided	28	207.464	15.004	0.94	NS
Private Unaided	102	204.470	14.644		

<sup>NS</sup>Not Significant (Table Value for df=128 is 1.98).

The independent samples 't' test results in Table 3 show that there is no significant difference in views of organizational environment based on college management type. The computed t-value of 0.94 is



not statistically significant at the 0.05 level. The mean organizational climate score for teacher educators in private aided institutions was 207.464, while those in private unaided colleges scored 204.470. Despite somewhat higher averages in aided colleges, the difference is statistically insignificant. This shows that educators consider the organizational atmosphere in both management types to be generally comparable. Institutional policies, leadership quality and working conditions may have a greater impact on climate than whether the college is aided or unaided.



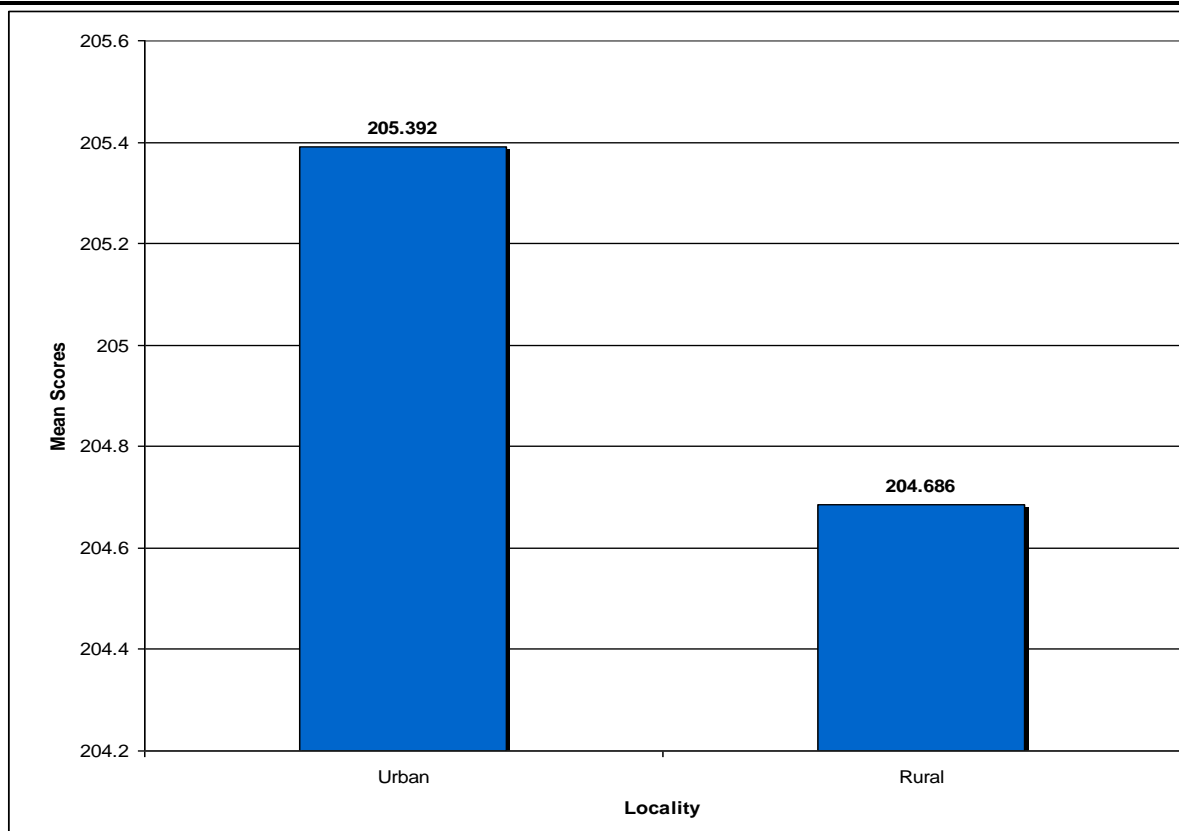
**Figure-2:** Bar graph shows comparison of Organizational Climate scores based on Type of College.

**Table-4:** Independent samples 't' test results pertaining to Organizational Climate scores perceived by B.Ed. Teacher Educators based on locality.

Group	N	Mean	Std. Dev.	't' Value	Sig. level
Urban	79	205.392	15.379	0.27	NS
Rural	51	204.686	13.762		

<sup>NS</sup>Not Significant (Table Value for df=128 is 1.98).

As indicated in Table 4, the independent samples 't' test used to compare organizational climate views in urban and rural B.Ed. institutions found no significant difference ( $t = 0.27$ ), which is less than the critical value (1.98) at the 0.05 level. The average score for urban colleges was 205.392, whereas rural colleges had a similar mean of 204.686. These findings suggest that teacher educators in both urban and rural settings consider the organizational climate of their institutions to be nearly identical. This could indicate a standardized framework of teacher education imposed across locales by affiliating bodies or a general homogeneity in leadership techniques and institutional culture regardless of geographic location.



**Figure-3:** Bar graph shows comparison of Organizational Climate scores based on Locality.

## 9. FINDINGS OF THE STUDY

The findings of the study are as follows:

1. **Correlation between Variables:** A positive relationship ( $r = 0.297$ ,  $p < 0.01$ ) was established between principals' leadership behavior and the organizational climate of B.Ed. colleges, showing that effective leadership improves the organizational climate of the institution.
2. **Gender Difference:** Male teacher educators had greater perceptions of organizational climate than female educators, indicating gender-based disparities in experiences and perceptions.
3. **Type of College Difference:** There was no significant difference in organizational climate between private aided and private unaided B.Ed. colleges, indicating that form of management does not significantly affect climate perception.
4. **Locality Difference:** There was no significant difference in organizational environment assessments between urban and rural B.Ed. colleges, indicating that geographical location has limited influence.

## 10. CONCLUSION

The study shows that principals' leadership behavior is a significant predictor of the organizational climate in B.Ed. colleges. Institutions with supportive, participatory and transformational leadership approaches have a better climate for teacher educators. While gender influences perceptions of organizational climate, type of college administration and location has no meaningful impact. Thus, enhancing leadership behaviors can improve institutional environment regardless of external institutional characteristics.

## 11. EDUCATIONAL IMPLICATIONS

This study's findings have several key consequences for teachers, curriculum developers and policymakers:

1. Training principals and academic heads in leadership abilities can promote a healthy organizational atmosphere and improve teacher satisfaction and performance.
2. Educational institutions can increase inclusivity by implementing gender-sensitive activities that address perceived disparities.
3. Climate perception is consistent across urban and rural colleges, as well as aided and unaided institutions, allowing for common methods to be developed.
4. Regulatory agencies can incorporate leadership development into accreditation and quality assurance processes for teacher education institutions.

## 11. SUGGESTIONS FOR FUTURE RESEARCH

Based on the results of this study, the subsequent suggestions are planned by the researcher:

1. Future study could include interviews or case studies to investigate the specific leadership behaviors that contribute the most to a positive corporate climate.
2. Long-term studies can assist determine how consistent leadership affects organizational change and teacher retention.
3. Studies comparing organizational climates across different types of higher education institutions (e.g., general degree colleges, universities) may provide more comprehensive knowledge.
4. Future research may include additional variables such as job satisfaction, teacher motivation and student results to further understand the long-term impact of organizational climate.

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