



RELATIONSHIP BETWEEN WORK CULTURE AND LEADERSHIP BEHAVIOUR OF B.Ed. COLLEGE PRINCIPALS

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Abstract: The present study aims to investigate the relationship between work culture and leadership behaviour of B.Ed. college principals and further, to analyze the effect of leadership behaviour on the work culture of B.Ed. colleges. The independent variable considered was Leadership Behaviour, while the dependent variable was Work Culture. The study also explored the influence of background variables such as gender, type of college and locality. A sample of 130 B.Ed. teacher educators from B.Ed. colleges affiliated with Bangalore Collegiate Education in Bangalore Urban and Rural Districts was selected for the study. Data were collected using self-developed tools—the Leadership Behaviour Scale and the Work Culture Scale for B.Ed. Colleges. Data were analyzed by using independent ‘t’ test and correlation, with the help of SPSS and MS Excel. The level of significance was set at 0.05 and 0.01 levels. The findings revealed a significant positive relationship between leadership behaviour and work culture. The analysis of background variables showed no significant difference based on gender. However, private aided colleges exhibited a better work culture than private unaided colleges. Similarly, urban colleges demonstrated a more positive work culture compared to rural colleges.

Index Terms – Leadership Behaviour, Work Culture, B.Ed. Colleges, Type of College, Teacher Educators.

1. INTRODUCTION

Education has the potential to shape any nation’s future. In India, the quality of teacher education has become a crucial focus for raising overall educational standards. B.Ed. (Bachelor of Education) colleges, which prepare teacher educators, play an important role in this process. The leadership style of college principals, as well as the overall work culture of these institutions, have a substantial impact on the efficacy of teacher education. While there has been a growing emphasis on leadership behavior and work culture in educational institutions around the world, the specific relationship between leadership conduct and work culture in B.Ed. colleges is still an unexplored subject in Indian study.

Work culture in educational contexts refers to the rules, attitudes and behaviors that shape the working environment inside an institution. It has an impact on the motivation, job happiness and overall performance of teachers and students alike. On the other side, leadership behavior has an important role in shaping an institution’s work culture. The principal’s approach to leadership, decision-making, communication and staff support can result in either a positive or poor work environment. As a result, research on leadership behavior and its impact on work culture at B.Ed. colleges is critical for enhancing both teacher education and the entire operation of these institutions.

In India, the quality of teacher education is increasingly regarded as a vital aspect in raising the country’s academic standards. The National Policy on Education (NPE), 2020 highlights the importance of high-quality teacher training programs in ensuring that every child in India obtains a quality education (Ministry of Education, Government of India, 2020). In accordance with this policy, B.Ed. colleges are constantly scrutinized to improve their quality and leadership conduct is critical in determining their performance (Singh, 2020). Furthermore, Jha’s (2018) study highlights the educational discrepancy between urban and rural B.Ed. colleges, with urban institutions having better facilities and a more organized leadership structure. This gap could have a substantial impact on the work culture at these universities, influencing teacher motivation, job satisfaction and the institution’s general atmosphere. Thus, the current study’s investigation of the relationship between leadership behaviour and work culture in B.Ed. colleges leads to a better understanding of the elements that influence teacher education in India. By

exploring these relations, this study seeks to provide information that will aid in the development of leadership techniques that foster a supportive and productive work environment in teacher education institutions across the country.

2. SIGNIFICANCE OF THE STUDY

This study is significant for a variety of reasons. For starters, it helps to a better understanding of the interplay between leadership behavior and work culture in B.Ed. colleges, which is an area that has received little research. Understanding these processes might provide useful information into improving teacher education institutions in India, where management, resources and geographical location differ greatly (urban vs. rural). Second, the findings have practical consequences for educational policymakers and administrators. Principals and educational administrators can adapt leadership methods that build a productive and healthy workplace culture by recognizing the variables that positively influence it. Given that teacher educators are the foundation of the teaching profession, it is critical that they work in an environment that encourages professional development. Third, this study is particularly relevant in the context of India's educational setting, which is diversified and defined by major differences between urban and rural locations, as well as private aided and private unaided institutions. Previous research in India has demonstrated the impact of leadership on organizational outcomes but studies focused on the relationship between leadership behavior and work culture in the setting of B.Ed. colleges are limited (Chand, 2019; Sharma, 2021). Understanding contextual variables-such as gender, management style and location-can help to improve educational processes and leadership approaches. Finally, the findings of this study will help to develop a complete framework for improving the entire educational climate in B.Ed. colleges, hence boosting the quality of teacher education in India.

3. REVIEW OF RELATED LITERATURE

In today's dynamic educational environment, the efficiency of school or college management is significantly dependent on the interaction between leadership behavior and work culture. Leadership behavior influences the vision, motivation and engagement of both teachers and students, whereas work culture reflects the shared values, norms and practices that govern daily interactions in a school/college setting. Together, these elements have an impact on the general school/college atmosphere, teacher job satisfaction and, ultimately, the governance and academic outcomes of educational institutions. Understanding how leadership styles and work culture work in schools/colleges is critical for increasing educational quality and creating pleasant work cultures, particularly in B.Ed. colleges where academic pressure and administrative complications are prevalent.

3.1 Review Related to Work Culture and Leadership Behavior: Work culture at educational institutions refers to the collective ethos, practices and attitudes that influence the workplace environment. Studies by Sandeep Kumar and Singh (2009) and Smrita Sinha et al. (2010) have shown that a positive work culture not only boosts motivation but also reduces working stress, which is critical for teacher well-being and efficiency. Similarly, leadership conduct has a major impact on school atmosphere and teacher job satisfaction. Transformational leadership, defined as inspirational motivation, idealized influence and customized concern, has been found to improve teachers' classroom management and work satisfaction (Baluyos et al., 2019). Democratic, supportive and achievement-oriented leadership styles promote employee trust and collaboration, both of which are critical components of a good organizational climate (Nabilla et al., 2022; Wangai, 2015).

3.2 Overview of Studies: Several empirical studies have investigated the relationship between leadership work culture and school outcomes. According to Septa Diana Nabella et al. (2022), leadership and work culture have a direct influence on organizational climate and governance in senior high schools. Al-Safran et al. (2002) emphasized the cultural differences in leadership styles, pointing out that whereas integrative leadership produces cooperative workplaces in the United States, authoritative leadership is more common in Kuwait, demonstrating the cultural dependence of leadership effectiveness. Riyanto and Panggabean (2020) stressed that leadership organizational culture and climate all have an impact on employee job satisfaction but leadership alone may not be adequate. Meanwhile, Williams (2009) found a correlation between principal leadership behaviors, school atmosphere and teacher satisfaction, indicating that leadership is more directly tied to work satisfaction than student accomplishment. Various findings highlight the complexity and interaction of various variables in educational situations.

3.3 Research Gap: Despite substantial study on educational leadership and work culture, several gaps exist. Most research has focused on the effects of broad leadership styles or work culture on job satisfaction or school climate but few have looked particularly at how these variables interact in high schools and colleges in culturally diverse settings such as Indonesia, Kenya or India. Furthermore, while the direct effects of leadership on work culture and governance have been investigated, the role of work culture in mediating the relationship between leadership and school governance or teacher results has received less attention. Furthermore, many studies have used quantitative methods without adequately capturing the psychological traits and contextual complexities of leadership behavior using qualitative methodologies. There is relatively little study on how school administrators' gender, experience and age affect leadership effectiveness in influencing corporate culture and climate. Addressing these gaps

could lead to more comprehensive understanding of how leadership and work culture influence educational governance and teacher job satisfaction in a variety of college settings at Teacher Education.4. **STATEMENT OF THE PROBLEM**

The current research's article title is: *“Relationship between Work Culture and Leadership Behaviour of B.Ed. College Principals.”*

5. OBJECTIVES OF THE STUDY

The objectives for the study are as follows

1. To explore the relationship between Work Culture and Leadership Behaviour of B.Ed. College principals.
2. To compare the Work Culture between B.Ed. College male and female teacher educators.
3. To compare the Work Culture of B.Ed. College teacher educators working in private aided and private unaided colleges.
4. To compare the Work Culture of B.Ed. College teacher educators working in urban and rural colleges.

6. RESEARCH HYPOTHESES

Following are the research hypotheses for the current investigation:

1. There is no significant relationship between Work Culture and Leadership Behaviour of B.Ed. College principals.
2. There is no significant difference in the Work Culture between B.Ed. College male and female teacher educators.
3. There is no significant difference in the Work Culture of B.Ed. College teacher educators working in private aided and private unaided colleges.
4. There is no significant difference in the Work Culture 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 work culture and leadership behaviour in B.Ed. institutions 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 and the dependent variable was Work Culture. Gender, Type of College and Location were all examined in the study. The survey included 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-created tools: the Leadership Behaviour Scale and the Work Culture 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 anonymity and standardization.

The data was collected and statistically evaluated using the software packages SPSS and MS Excel. The Pearson correlation coefficient (r-test) was used to examine the strength and direction of the relationship between work culture and leadership behavior among college principals. Furthermore, the independent samples 't' test was used to examine the mean work culture scores by gender, college type and area. The level of significance was set to 0.05 and 0.01, assuring a meaningful relation and differences.

8. ANALYSIS AND INTERPRETATION OF DATA

The acquired data was thoroughly examined using proper statistical approaches to investigate the relationship between work culture and leadership behavior, as well as to identify variances in work culture based on gender, type of college and locale of college. The Pearson correlation coefficient (r-test) was used to investigate the relation between the variables and the independent samples t-test was used to contrast the mean scores on work culture across different groupings of variables. 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 Work Culture and Leadership Behaviour of B.Ed. college Principals perceived by teacher educators.

Variable	N	df (N-2)	'r' value	Sig. Level
Work Culture (Dependent)	130	128	0.260	**
Leadership Behaviour (Independent)				

**Significant at 0.01 level (0.228).

The Pearson correlation coefficient for the association between Work Culture and Leadership Behaviour is 0.260, indicating statistical significance at the 0.01 level. This suggests a moderately good relationship between B.Ed. college principals' leadership styles and the work culture as experienced by teacher educators. In other words, as the principal's leadership style becomes more effective and helpful, the institution's work culture improves. This finding lends credence to the notion that effective leadership is critical in building a healthy organizational climate, as it fosters a collaborative, motivated and supportive work environment for educators. The correlation coefficient of 0.260 is significant at the 0.01 level, indicating that the observed association is extremely unlikely to have occurred by coincidence. This conclusion emphasizes the significance of leadership in shaping the overall climate of B.Ed. colleges, making it a critical factor in improving the quality of teacher education.

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

Group	N	Mean	Std. Dev.	't' Value	Sig. level
Male	45	268.333	14.613	3.07	**
Female	85	258.929	19.831		

**Significant at 0.01 level (Table Value for df=128 is 2.62).

The independent samples 't' test compares the perceived work culture of male and female teacher educators. The data suggest that male teacher educators had slightly higher mean scores (268.333) than female teacher educators (258.929). The computed t-value is 3.07, indicating statistical significance at the 0.01 level. This reveals a considerable difference in work culture perceptions between male and female teacher educators, with male educators experiencing a slightly better work environment. This conclusion may represent gender-based beliefs or experiences in the workplace and further analysis is needed to determine whether this difference is caused by specific leadership practices, cultural norms or other contextual factors inside the college. However, the difference in means is quite tiny and while considerable, its practical influence may be minimal.

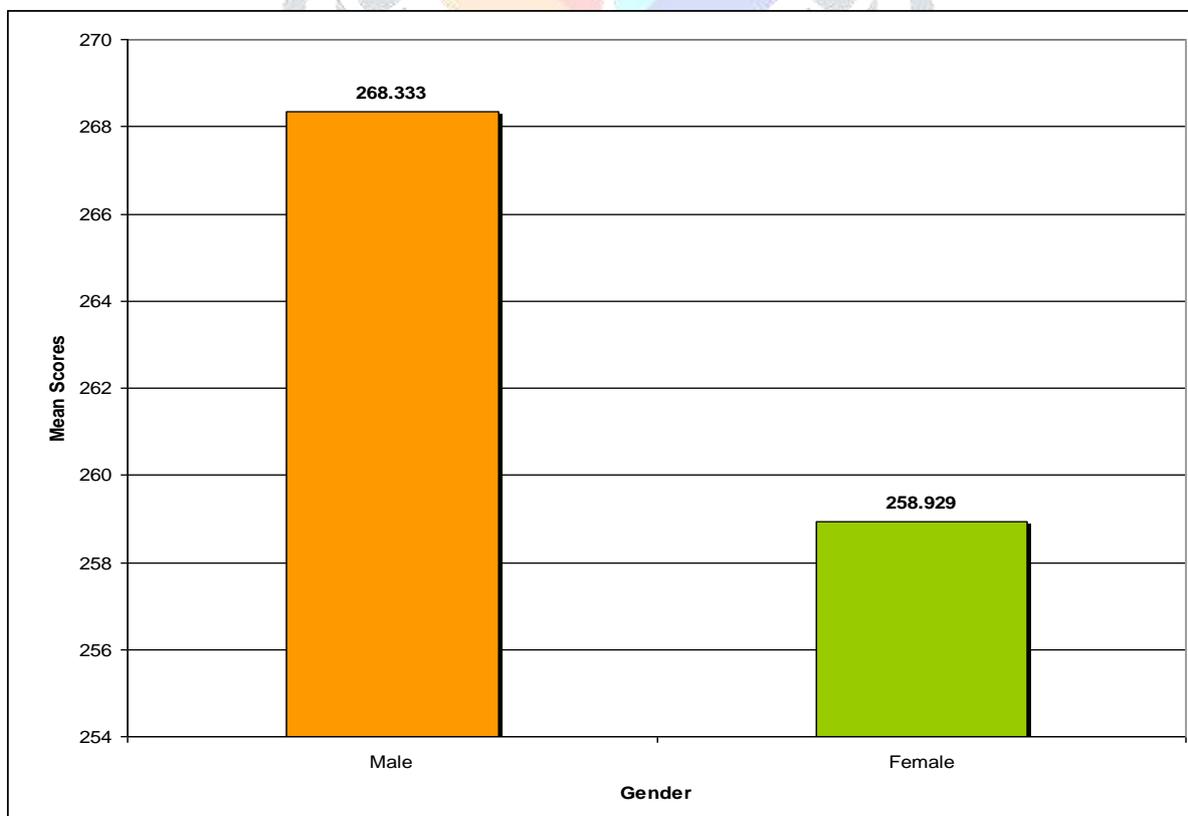


Fig.1: Comparison of work culture scores between male and female B.Ed. Teacher Educators.

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

Group	N	Mean	Std. Dev.	't' Value	Sig. level
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Private Aided	28	269.642	10.495	3.39	**
Private Unaided	102	260.137	19.919		

**Significant at 0.01 level (Table Value for df=128 is 2.62).

This table compares the perceived work culture of teacher educators at private aided and private unaided B.Ed. colleges. The mean score for teacher educators at private aided colleges (269.642) is much higher than that of private unaided colleges (260.137). The computed t-value is 3.39, indicating statistical significance at the 0.01 level. This suggests that teacher educators in private aided colleges perceive a considerably better work environment than those in private unaided colleges. Better resources, managerial methods and institutional support may account for the stronger perceived work culture at private aided institutions. Private aided institutions often receive more money and decision-making authority, potentially leading to a more helpful and well-organized work atmosphere. However, private unaided colleges may encounter greater financial and administrative obstacles, which could have a detrimental impact on work culture.

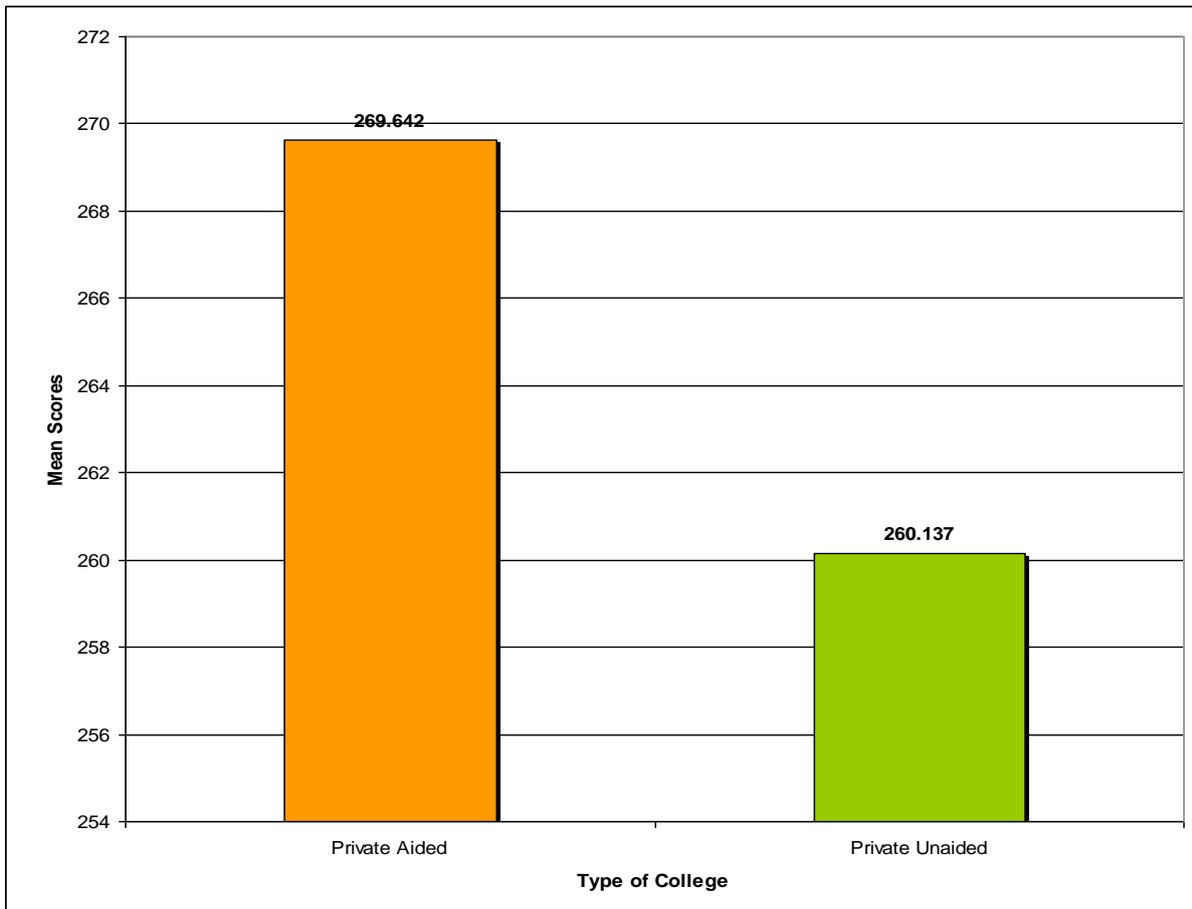


Fig.2: Comparison of work culture scores between B.Ed. Teacher Educators working in private aided and unaided institutions.

Table-4: Independent samples ‘t’ test results pertaining to Work Culture scores perceived by B.Ed. Teacher Educators based on locality.

Group	N	Mean	Std. Dev.	‘t’ Value	Sig. level
Urban	79	261.519	19.921		
Rural	51	263.215	16.727	0.52	NS

^{NS}Not Significant (Table Value for df=128 is 1.98).

A study of work culture between urban and rural B.Ed. colleges reveals that the mean score for urban colleges (261.519) is slightly lower than for rural colleges (263.215). However, the t-value is 0.52, which is not statistically significant ($p > 0.05$). This shows that there is no substantial difference in the perceived work culture of teacher educators at urban and rural B.Ed. programs. Despite the widespread belief that urban institutions have stronger infrastructure and leadership, the data show that, in this sample, the work culture in urban and rural B.Ed. colleges is perceived equally. This could be due to a variety of factors, including excellent leadership or specific policies in both types of universities that contribute to a positive work environment

independent of location. However, this finding should be regarded with caution because other environmental elements may also influence perceptions.

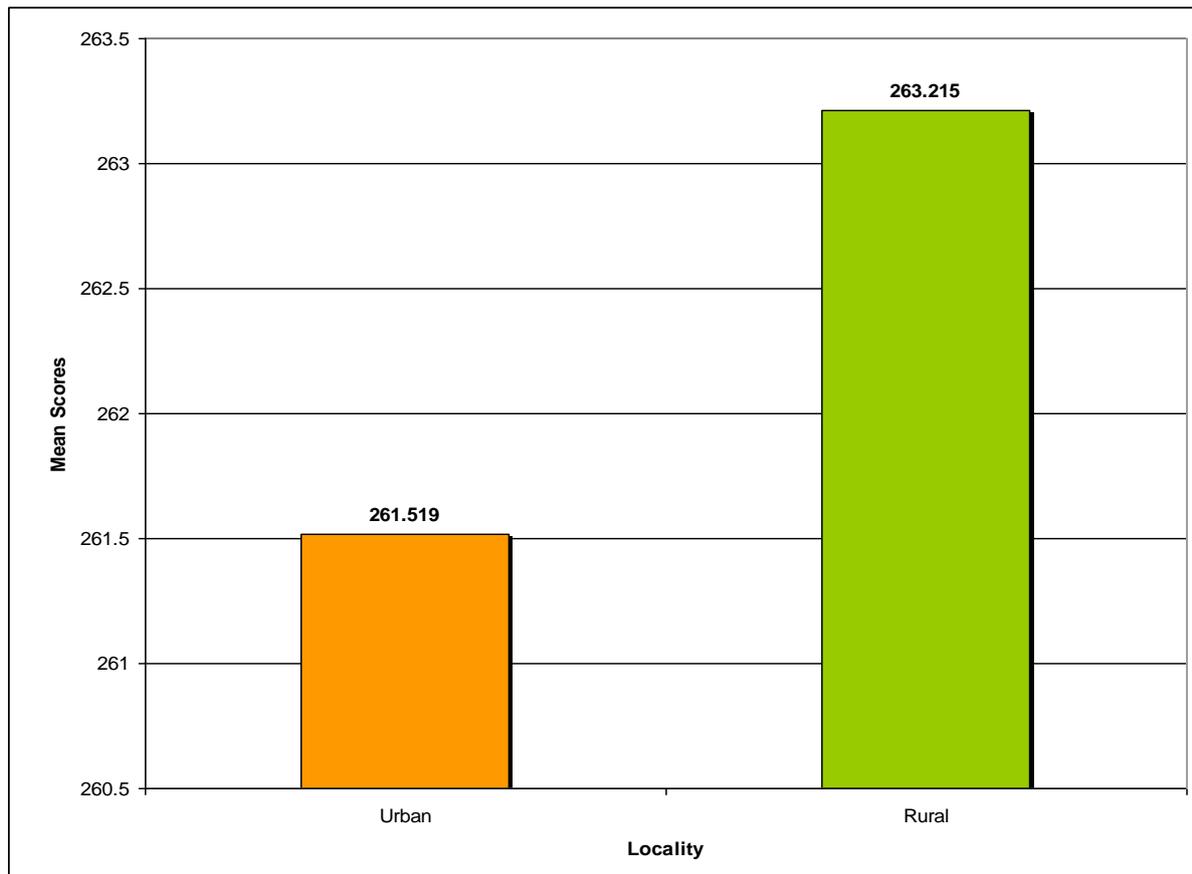


Fig.3: Comparison of work culture scores between B.Ed. Teacher Educators from urban and rural colleges.

9. FINDINGS OF THE STUDY

1. There was a positive and significant relationship between the leadership behaviour of B.Ed. college principals and the work culture in the institutions.
2. The male teacher educators perceive a slightly better work culture when compared to female teacher educators.
3. The private aided colleges exhibit a significantly better work culture compared to private unaided colleges.
4. There was no significant difference in the perceived work culture between teacher educators in urban and rural colleges.

10. CONCLUSION

The study found a substantial relationship between B.Ed. college principals' leadership styles and the work culture as perceived by teacher educators. Effective leadership is critical in fostering a supportive and positive work environment, which contributes to enhanced organizational climate and professional results for educators. Furthermore, the study discovered that gender, type of college and location all influence the perceived work culture in B.Ed. institutions. Male teacher educators see a somewhat better work culture than female educators and teacher educators in private aided colleges describe a more positive work environment than those in private unaided colleges. However, the study found no significant variations in work culture between urban and rural colleges, implying that leadership and institutional policies may have a greater influence than physical location. To summarize, leadership behaviour is an essential driver of work culture in B.Ed. institutions and contextual elements such as college type and gender influences how teacher educators perceive their working environment.

11. EDUCATIONAL IMPLICATIONS

The findings of this study carry several important educational implications:

- The study emphasizes the significance of good leadership in creating a positive work environment at B.Ed. institutions. Educational policymakers and administrators should promote leadership development programs for college principals, emphasizing communication, decision-making, staff support and conflict resolution. Principals should be encouraged to use participative and supportive leadership styles that foster cooperation and professional development among teachers.

- It was found that gender inequalities in perceived work culture indicate that there may be gender-based difficulties or perceptions that must be addressed. Colleges should prioritize gender-inclusive policies and procedures, ensuring that male and female educators feel equally supported and respected. Workshops and training on gender sensitivity for both leaders and employees could aid in addressing these concerns.
- Since teacher educators in private aided colleges reported a better work environment, there is a need to improve resources and support in private unaided colleges. Educational administrators should investigate ways to improve infrastructure, financial support and faculty development programs at these colleges. Private unaided colleges might seek to improve the work environment for its instructors by offering greater resources and training.
- While there was no substantial difference in work culture across urban and rural universities, the study indicated that leadership continues to play an important role in influencing workplace culture. This indicates that, regardless of geographical location, all universities, whether urban or rural, must ensure that their leadership is capable of fostering a pleasant workplace. Rural colleges, in particular, may benefit from leadership development programs that address their specific difficulties, such as resource limits and geographical isolation.
- Finally, the study highlights the importance of specific leadership techniques for improving the work culture at various B.Ed. campuses around the country. Education institutions can create a more welcoming and supportive work environment for teacher educators by concentrate on leadership development, gender inclusivity, resource allocation and contextual problems.

12. SUGGESTIONS FOR FUTURE RESEARCH

Based on findings, the following suggestions are planned by the researcher:

1. Explore how different leadership styles (Like democratic, autocratic, transformational) affect the work culture in B.Ed. colleges.
2. Conduct in-depth studies on how male and female teacher educators perceive leadership and work culture differently.
3. Compare the work culture across government, private aided and unaided B.Ed. colleges in various regions.
4. Assess the effectiveness of leadership training programs for principals and their impact on staff satisfaction and performance.
5. Study the relationship between work culture and mental health or job satisfaction among teacher educators.
6. Study how digital tools and platforms support effective leadership and communication in educational institutions.

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