



Organizational Culture and Leadership Behavior of Principals of Colleges of Teacher Education

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ABSTRACT

Organizational culture affects the way individuals make decisions, feel and act in response to the opportunities and threats affecting the organization. Leadership behavior and organizational culture are inter-related. The norms, guidelines and operations of modern organizations are also primarily dependent upon the culture of the organization cherished by the founders and builders over a period of time. The cultural values from the environment have a very strong impact on the behavior of the persons within the organization. The core of culture is formed by values which are not visible but shared by people even when membership in group changes. Modern teacher training institutions are required to establish and maintain healthy and constructive culture of learning. A new discipline called leadership behavior has emerged on the basis of serious scientific evaluations. Scholars have advocated that modern educational institutions should create a sound culture of teaching and learning in which effective education can take place. The management is responsible for developing sound leadership behaviors of the principals of colleges of teacher education on the basis of educational and institutional cultural ethos.

KEYWORDS :

Preamble

Organizational culture affects the way individuals make decisions, feel and act in response to the opportunities and threats affecting the organization. Organizational culture is the specific collection of values and norms that are shared by people and groups in an organization. The members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. Organizational culture encompasses values and behaviors that contribute to the unique social and psychological environment of an organization. The quality of teacher education primarily depends upon the leadership behavior of the principals. The principals play a crucial role in the management and development of human resources in educational institutions. The management is primarily responsible for transforming the leadership behavior and promoting leadership qualities of principals. Leadership behavior and organizational culture are inter-related. Scholars have noted that leadership behavior of the head of the institutions and organizational culture are like the branches and root of a tree. The impact of organizational culture on the leadership behavior of principals of teacher education colleges is primarily examined in this article on the basis of qualitative study.

Organizational Culture

Modern organizations are led by cultural ethos. The structure, system and functions of an organization are based on the culture of the organization. The norms, guidelines and operations of modern organizations are also primarily dependent upon the culture of the organization cherished by the founders and builders over a period of time. Schein's (1980:28) model of organizational culture has become an influential theory of organizational culture, beliefs and assumptions form the core of an organization's culture. Organizational culture is understood as a multidimensional subject with the scope of organizational values, according to Deal and Kennedy (1982:05). Organizational culture refers to a set of some commonly experienced stable characteristics of an organization which constitutes the uniqueness of

that organization and differentiates it from others.

An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level. The culture of an organization can be distinguished by values that are reinforced within organizations. Schein (1992:25) defines: "Organizational culture is described as a mechanism of common assumptions that a group with the common objectives learns and then it externally adapts to and internally integrates with. Knowledge reflects the degree of how much an employee understands the organizational culture. Acceptance of culture refers to the degree of how much an employee has internalized the norms of organization. If the culture is valuable, then it holds the potential for generating sustained competitive advantages".

Kotter and Heskett (1992:14) comment: "Organizations with adaptive cultures perform much better than organizations with non-adaptive cultures. An adaptive culture translates into organizational success; it is characterized by managers paying close attention to all of their constituencies, especially customers, initiating change when needed, and taking risks. A non-adaptive culture can significantly reduce a firm's effectiveness, disabling the firm from pursuing all its competitive/operational options".

Ogbonna (1993:19) opines: "Organizational culture is the interweaving of the individual into a community and the collective programming of the mind that distinguishes members of one known group from another. It is the values, norms, beliefs and customs that an individual holds in common with members of the social unit or groups". Robbins (1998:23) defines organizational culture as a relatively uniform perception held of the organization. Every organization has its own cultural foundations which integrate individuals, groups and organization systems variables. The leaders, managers and workers are required to internalize the organizational norms and develop a new

self-identity in conformity with the new culture.

Prosser (1999:20) examined the issue of organizational culture and observed significant association between organizational culture and performance of the employees. He also added a new dimension to the culture of educational institutions. The polarities construct a quadrant with four types of culture. Organizational culture is manifested in tangible ways, such as behaviors, throughout the organization, according to Detert, Schroeder and Mauriel (2000:07).

Lund (2003:16) writes: "Organizational culture is defined as a set of philosophies, ideologies, values, assumptions, beliefs, attitudes and expectations, holding the organization together. In other words, culture in an organization refers to what identity means for individuals. Rashid, Sambasivan and Johari (2003:21) defined organizational culture as a system of common meanings, beliefs and values which shape the employees' behaviors in an organization.

Schein (2004:27) defines: "Organizational culture is a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way they perceive, think, and feel in relation to those problems.

Denison, Haaland, and Goelzer (2004:06) found that culture contributes to the success of the organization, but not all dimensions contribute the same. It was found that the impacts of these dimensions differ by global regions, which suggests that organizational culture is impacted by national culture. Adkins and Caldwell (2004:01) proposed that organizational culture may impact the level of employee creativity, the strength of employee motivation, and the reporting of unethical behavior, but more research is needed to support these conclusions. [Cameron](#) et al. (2004:04) conducted research on organizational effectiveness and success. Based on the Competing Values Framework, they developed the Organizational Culture Assessment Instrument that distinguishes four culture types. Competing values produce polarities like flexibility vs. stability and internal vs. external focus - these two polarities were found to be most important in defining organizational success.

Needle (2004:18) found that organizational culture represented the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. Hofstede and Hofstede (2005:12) reported found that a safety climate is related to an organization's safety record. Organizational culture is reflected in the way people perform tasks, set objectives, and administer the necessary resources to achieve objectives.

Ravasi and Schultz (2006:22) pointed out that organizational culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behavior for various situations. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving and, even, thinking and feeling. Thus, organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization.

Robbins and Sanghi (2007:24) state: "Organizational Culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is actually a set of other characteristics that the organization values. Organizational culture is a descriptive term which is concerned with how employees perceive the characteristics of an organization's culture, not with whether or not they like them".

Organizational culture affects the way individuals make decisions, feel and act in response to the opportunities and threats affecting the organization. Organizational culture is the specific collection of values and norms that are shared by people and groups in an organization. The members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. Organizational culture encompasses values and behaviors that "contribute to the unique social and psy-

chological environment of an organization.

Salient Features of Organizational Culture

Culture includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. The prominent features of organizational culture include - knowledge about the organizational policy, work environment, values and beliefs, attitude towards work, work involvement and inter personal relationship. Every organization develops and maintains a unique culture, which provides guidelines and boundaries for the behavior of the members of the organization.

Scholars have also studied the characteristics of organizational culture which include innovation (motivating the employees to adopt innovative means and methods), precision orientation (performing the works accurately), achievement orientation (placing emphasis on achieving maximum success), fairness orientation (placing value on protecting the interest of the organization), collaboration orientation (sharing the responsibility with the co-workers), competitive orientation (outperforming the competition at all costs), rule orientation (adhering to the norms and guidelines of the organization) and social responsibility orientation (serving the best interest of society).

Organizational culture reflects the underlying belief and value structure of an organization. Members of an organization in a given cultural environment share a common set of assumptions, beliefs and values which originate from the local environment. These cultural values from the environment have a very strong impact on the behavior of the persons within the organization. The core of culture is formed by values which are not visible but shared by people even when membership in group changes. Organizations should strive for what is considered a healthy organizational culture in order to increase productivity, growth, efficiency and reduce counterproductive behavior and turnover of employees.

Organization Culture in Teacher Training Institutions

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The teacher education includes all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The National Council for Teacher Education (1998:17) defines teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. The quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The teacher education encompasses teaching skills, sound pedagogical theory and professional skills. It is required to provide opportunities for prospective teachers to practice teaching in school settings while still in their preparation programs. The teacher education programme is undertaken on the basis of certain well defined criteria. The National Council for the Accreditation of Teacher Education was created to design well defined standards, policies, and practices of teacher education across the country.

Modern teacher training institutions are required to establish and maintain healthy and constructive culture of learning. A culture for learning refers to the atmosphere and energy level in a classroom where students are engaged in the pursuit of knowledge. The teacher is required to impart knowledge based on conviction, creativity and capacity to the students. In the present times, competitive education has become a new way of life. There is no place for mediocre students and teachers in modern society. The teacher training institutions are required to develop sound culture of learning in modern times.

The teacher training institutions should also develop a strong learning culture which emphasizes the value of learning from multiple sources. The heads of the institutions should also invite ideas and suggestions from all teachers with a commitment to consider every serious suggestion and reward those that are successfully implemented. The organizational structure and style of teacher education organization should be based on democratic values and professional norms. The management is required to encourage meaningful

collaboration between the principal and other teachers.

Kruger (2003:15) advocated that modern educational institutions should create a sound culture of teaching and learning in which effective education can take place. The current international trend in education reform and restructuring is the decentralization of decision making powers to the local and school level. The vehicle of this reform is school-based management which implies an increase of the responsibilities of school management teams and school governing bodies.

Thomas and Brown (2011:30) observe: "A true learning culture permeates an organization from top to bottom, impacting the way work gets done, the way leaders lead and followers follow, how people are hired, evaluated, rewarded, and promoted. Obviously, it cannot exist without a high level of commitment from senior leadership and will not be built in a day. But implementing steps like those suggested above can make a difference and begin the journey toward a culture of learning".

Ainissyifa et. al. (2013:02) observed that organizational culture is believed to be a component that will provide a significant influence on academic improvement in higher education atmosphere. The organizational culture creation method on the implementation of higher education focused on culture related to academic activities, access to learning resources, the adequacy and accuracy of learning resources, student participation in curricular activities (including research) as well as co-curricular and extra-curricular activities, etc.

Famoorzadeh and Jafari (2014:10) report: "The suitable school environment is very influential in the process of knowledge sharing, because a proper knowledge is always created and shared at the right environment. Time is needed for changes in norms, values, and attitudes of knowledge culture in an organization. Creating programs for involving teachers in educating and learning will result in creating interest and desire for learning new knowledge and sharing it. By developing smart classes in schools, it seems teachers will need to learn new content for better and more applicable training to students. Creative and committed teachers should be supported and rewarded properly in an outstanding position".

Arifin (2014:03) stated: "Organizational culture is main predictor of work engagement. Therefore, organization aiming to increase work engagement can focus and pay attention to teachers' perceptions of organizational culture, wherein the aspects of formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy are cultural aspects needed the most attention. Transformational leadership is relevant to predicting work engagement. Intellectual stimulation needs to be enhanced in giving a bigger role for teachers to make plans and targets intended to be reached and in assigning certain responsibilities to increase teachers' sense of responsibility about their given authorities. Organizations may contribute to increasing work engagement by harmonizing the values held by teachers with organizational values through recruitment process, open communication, and leader behaviors".

Dorczak (2014:09) noted: "Concept of organizational culture becomes popular among those interested in education from the very beginning of its presence in the field of general management theory. Growing interest of both researchers and educational practitioners in understanding of school organizational culture concept and the capacity of its building in real schools to serve educational processes are no doubt clearly visible in educational field especially during the last decade. It is because theories of school organizational culture help to describe complexity of schools as organizations with specific aims better than other concepts from the field of educational management. School culture is also recognized as the main factor contributing to development of learners through support of learning environment that helps to initiate and sustain educational processes in schools. It is then especially striking that issue of school organizational culture is absent in discussions about teacher training and development as well as in existing programs of initial and continuing teacher training courses".

Wells (2015:31) called upon the institutions to invest in effective

learning and development programs, tools and technologies to meet the varied needs of teachers. The scholars have pursued an understanding of how the forces of change and emerging waves of interest associated with these forces, inspire and invite us to imagine a future of learning that is as powerful as it is optimistic. Typically, when we think of culture, we think of an existing, stable entity that changes and evolves over long periods of time. The scholars have called upon the stakeholders of teacher education to integrate change into its process as one of its environmental variables. By exploring play, innovation and the cultivation of the imagination as cornerstones of learning, the authors create a vision of learning for the future that is achievable, scalable and one that grows along with the technology that fosters it and the people who engage with it.

In the new millennium, teacher training institutions are called upon to facilitate application of new media and develop a new culture of learning which provide for the digital media and learning movement that benefit teachers and students. Scholars have also developed certain principles which are designed to maximize learning in modern times. They include – empowering citizens for democracy, including teachers and students in the process of learning, providing authentic multi-level instruction, building coalition, public-private partnership, encouraging participation of parents and community and scientific evaluation of quality of education.

Organizational Culture and Principals of Educational Institutions

Scholars have used the typology of organizational culture in order to understand the organizational culture as a factor contributing to development of leadership style in the educational institutions. Empirical studies have reported that leadership and organizational culture are strongly intertwined and share a symbiotic relationship. The heads of the educational institutions should have a thorough understanding of organizational culture, its nature and impact in order to function effectively and deliver the goods properly.

Schein (1997:26) reported that modern organizations strived to maintain equilibrium and maximize autonomy. The study revealed that coping, growth and survival all involve maintaining the integrity of the system evolution of culture is a way a group preserves its integrity and autonomy, differentiates itself from environment, and provides itself with identity. Komin (2000:13) highlighted the fact that heads of the educational institutions play a significant role in shaping and maintenance of the culture in an organization. It is in the leadership process that the effect of culture becomes most perceptible.

Fullan (2002:11) emphasized: "The principal as instructional leader has taken us only so far in the quest for continuous improvement. The central role that a principal plays in all the programmes of a school and the impact that he/she has on the tone and ethos which are conducive to teaching and learning is crucial in the process of building a sound culture of learning and teaching. We now must raise our sights and focus on principals as leaders in a culture of change and the associated conditions that will make this possible on a large scale, sustainable basis including the transformation of the teaching profession. This will require system wide efforts at the level of schools, communities and districts, as well as radically more enlightened policies and incentives at the level of the state. Sustainability depends on it. Never has there been a more precious time to tackle this agenda than the next five years". The scholar focused on the role of the secondary school principal and school management in the creation and maintenance of a sound culture of learning and teaching by means of instructional management in schools situated in supportive socio economic environments.

Sharma and Sharma (2010:29) observed that the core values of an organization begin with its leadership, which will then evolve to a leadership style. The leaders are responsible for providing constructive work values and professional behavioral patterns to the teachers. A strong organizational culture emerges on the basis of strong unified behavior, values and beliefs which are developed in the educational institutions over a period of time. The heads of the institutions have to appreciate their function in maintaining an organization's culture. This would in return ensure consistent behavior between teachers of the institution and create a healthy working environment.

Dorczak (2011:08) pointed out that the cultural or normative perspective is the best or in fact the only acceptable one from the point of view of the main aim of school such as support of individual development. In reality, the culture-consistent changes ensure better results while reinforcing the most important workplace values and beliefs.

In modern teacher training institutions, performance management is a continuous process. The principals who foster learning should observe and encourage high performance and coach teachers who are struggling. They help teachers set performance goals and measures that are tied to organizational goals. They meet regularly to discuss progress and provide guidance, redirect, or remove barriers as needed. The management should also observe critical performance criteria and provide frequent, objective feedback. It should hold principals accountable not only for the results their institution achieves but the leadership behaviors they use to achieve them.

Education is a fundamental human right and the bedrock of sustainable development. Education contributes to all three dimensions of sustainable development – social, economic, and environment. Quality education plays a crucial role in shaping personal and collective identities, promoting critical social capital and cohesiveness, and responsible citizenship based on principles of liberty, equality, fraternity and justice which are the cornerstones of Indian Constitution. Modern teacher training institutions are required to develop a new culture of innovation which is vital for organizational survival in the 21st century. Scholars have proposed different theories on organizational culture and leadership development in order to assist the principals to fine-tune managerial philosophies that provide orderly management. Scholars have advocated that traditional approaches to leadership development in teacher training institutions and other educational institutions would not meet the challenges of educational advancement. A new culture of educational organizations is required to ensure meaningful cultivation of values of autonomy, responsibility, independence, innovation, creativity, and pro-action among the principals and teachers. Empirical evidence suggests that in a specific cultural context a particular form of participative decision making is more appropriate than others.

Conclusion

The subject of leadership behavior of organizational leaders is widely discussed and debated all over the world since the academic environment is affected by various factors related to organizational development and professional advancement. A new discipline called leadership behavior has emerged on the basis of serious scientific evaluations. Scholars have studied the causes, consequences and remedial measures with respect to transformation of leadership behavior of heads of the modern institutions including the colleges of teacher education across the globe. Scholars have also given a vision that facilitates effective transformation of leadership behavior of principals of colleges of teacher education in the country on the basis of better management techniques and professional endeavors. The goal of sustainable educational development cannot be achieved in the absence of systematic leadership behavior transformation and development of principals of colleges of teacher education. It is essential to have a vision backed up by appropriate research action on intervention of management, government and various stakeholders of educational development in Karnataka State. This would ensure resounding success in the field of sustainable educational progress and human resources development in teacher education colleges in modern times.

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