

**A STUDY OF ORGANIZATIONAL BEHAVIOR OF COLLEGES
OF EDUCATION OF MAHARASHTRA STATE**

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INTRODUCTION

1.1 INTRODUCTION

1.1.1 Education for national development

Education is the foundation stone of nation's intellectual power which shapes the power profile of a nation in the community of world nations. The progress of nation depends upon the quality of its education and the quality of their education depends upon the quality of its teachers.

“The success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generation. It is no exaggeration to say that any system of education can never rise above the level of the quality of teachers.” (Indian Education Commission, 1966)¹

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teachers who can and willingly implement the educational process in such a way that it brings about the desired educational development of the students. It is, therefore, important that the teacher is well prepared to do his/her work efficiently and effectively. The quality of teacher depends, to a large extent, on the quality of teacher education received by him/her. (Quality concerns in Secondary Teacher Education, NCTE, 1998)²

Teacher education programme is meant for preparing teachers for their job. Teachers gain their degree as well as required basic knowledge of pedagogy through teacher education programme.

1.1.2 Meaning of Teacher Education

“Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities as a member of the

educational profession or to discharge his responsibilities more effectively.” (Good, C.V., 1959)³

“Teacher education refers to the totality of educative experiences which contribute to the preparation of a person for a teaching position in the schools.” (Monroe, W. S., 1952)⁴

“Teacher education is responsible in providing the totality of experience which contribute to the preparation of an individual for a teaching profession and in helping to qualify an individual to assume the responsibilities as a member of the educational process.”(Rao, D., 2001)⁵

1.1.3 Importance of Teacher Education

“For the qualitative improvement of education a sound programme of professional education of teachers is essential.” (The Education Commission, 1998)⁶ The most crucial and pivotal role the teacher has to play in the life of a person can, at best, be ensured by proper and intensive teacher education, therefore attains an important and essential place in the field of education. So a careful analysis of the present day teacher education programme and the efficiency of teacher educators becomes necessity. The National Policy on Education, 1986 and revised NPE, 1992 laid emphasis on revamping Teacher Education Programme (TEP) for bringing about qualitative improvement in education. NCTE (1998)⁷ has pointed out that TEP shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioral challenges in pupils under their charge. Teacher education is said to be very significant investment for bringing qualitative improvement in education. The essence of programme of teacher education is ‘quality’ and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards.

The Education commission (1998)⁸ has stressed, “Investment in teacher education can yield very rich dividends, because the financial resources required are small when measured against the resulting improvement in the education of the

millions. First rate teacher training institutions can thus play crucial role in the development of education.”

Teacher education is provided by different organizations such as Department of Education, Schools of Education, and Colleges of Education etc. Colleges of Education are established to provide teacher education at secondary education level.

1.1.4 Meaning of College of Education

Teacher preparation course for the secondary level, generally known as B.Ed., is professional course having three major components: a) theoretical orientation, b) school experience, c) practical work. Sound exposure to all the three aspects is a pre-requisite for the preparation of a competent teacher. (Sharma, S.R., 2003)⁹

The institution where this course is conducted is known as College of Education. College of Education means a recognized academic institution which provides a course, qualifying for a job of secondary teacher.

In the age of science and technology, life has become more complicated and arduous. This is exactly a time of chances and challenges. It is utmost essential to maintain and run the Colleges of Education efficiently and effectively to fulfill the goal i.e. to harness nation's intellectual power which shapes the power profile of a nation in the community of world nations. For doing this in an effective way, College of Education as an organization should run effectively.

1.1.5 Concept of an Organization

Organization is defined as a system of consciously coordinated activities which are deliberately structured for the purpose of realizing specific goals. (Ede, S. A., 2000)¹⁰

Organization is viewed as: “Whenever several people are working together for a common end, there must be some form of organization: that is the task must be divided among them and the work of the group must be coordinated. Dividing the work and arranging for coordination make up the process of organization and once that is completed, the group may be described as an organization.” (Dale, E., 1978)¹¹

Organization consists of people who interact with each other to achieve a set of goals.

1.1.6 Colleges of Education as an Organization:

College of Education is classified as an organization or a social system built to attain certain specific goals and defined by its own boundaries. It works as a social system in its own right. Colleges of Education like other organizations are unique in their identity, in the rules by which they operate, the forms of interaction they exhibit, their task, decision making process etc.

Organization as a System

A system is an organized collection of parts that are highly integrated in order to accomplish an overall goal. The system has various inputs which are processed to produce certain outputs, which together, accomplish the overall goal desired by the organization. There is ongoing feedback among these various parts to ensure they remain aligned to accomplish the overall goal of the organization. Systems have inputs, processes, outputs. Taking into consideration Colleges of Education, inputs to the system include resources such as vision, ethics, values, technology, and people. These inputs go through a process where they are aligned, moved along and carefully coordinated, ultimately to achieve the goals set for the system. Outputs are tangible results produced by processes in the system, such as quality student teachers, skills enhanced, enhanced quality of teacher education. Feedback comes from, e.g., employees who carry out processes in the organization, students, schools etc. Feedback also comes from the larger environment of the organization, e.g., influences from government, society, economics, and technologies.

1.1.7 Need to study Organizational Behavior of College of Education

The success of any organization is a direct reflection of its managerial efficiency and effectiveness. Efficient management requires different management skills such as technical, analytical, conceptual and human skills. While technical, analytical and conceptual skills are knowledge based and can be learnt and predictably applied, it is human skills that pose the greatest challenge to management

due to complexity of human psychological process and unpredictability of human behavior. The ability to work with, understand, and motivate other people both individually and in groups, defines human skills. Human skills require effective interaction with other and the quality of this interaction determines the team spirit and dedication within the organization. For the quality of the teacher educators' job and the supportiveness of the work environment, human skill is of great significance in any organization.

The personnel who are mainly involved in providing teacher education are principals and teacher educators of Colleges of Education. A principal of College of Education means the person who is appointed by the management as a charge of and is also responsible for the proper functioning of the college. Teacher educator is a person who is responsible for the part of teaching in a College of Education. In today's rapidly growing and dynamic environment, the role of teacher educator is becoming more complex. The teacher educator is being challenged with the task of increased teaching load, research responsibility and continuous improvement in skill set. So it is very essential for the principal to ensure that human resources are utilized and managed effectively and efficiently to meet the college goals.

Colleges of Education have power, structure, logic and values which combine to exert strong influence on the way in which individual perceive the world, interpret it and respond to it. In short the behavior of people at work in Colleges of Education individually as well as group is not merely a reflection of their idiosyncratic personalities but is influential, if not defined, by the social norms and expectation of the culture that prevails in the organization. This interplay between individual and the social environment of their world of work is powerful in giving rise to Organizational Behavior. It is necessary to understand, predict and influence behaviors of self as well as of others in organizational setting. Organizational Behavior study enables to do it. The effectiveness of organizations like Colleges of Education can be understood by studying its 'Organizational Behavior. So the researcher felt the need of studying Organizational Behavior of Colleges of Education of Maharashtra state.

1.1.8 Concept of Organizational Behavior

Organizational Behavior involves the study and application of knowledge about how people act within organizations, as individuals and within group (Newstrom& Davis, 2002)¹², what “they think, feel and do in and around organizations” (McShane& Von Glinow, 2005)¹³

Organizational Behavior is an interdisciplinary field of study seeking to understand the behavior of individual, group and organizational processes in organizational settings (Baron, 1986)¹⁴ which is applied to better understand and manage people at work (Kreitner&Kinicki, 2007)¹⁵

Organizational Behavior is applied on three levels namely the individual, group and the organization as a whole. It ultimately aims to improve organizational effectiveness (Shani& Lau, 2000)¹⁶

Objectives of Organizational Behavior

Johns and Saks (2008)¹⁷ states that the broad goals or objectives of Organizational Behavior are the effective prediction, explanation and management of the behavior that occurs in organizations, which may be described as follows:

- Predicting the behavior of others is an essential requirement for everyday life, both inside and outside of organizations. The regularity of behavior in organizations permits the prediction of future occurrences through systematic study.
- Explaining Organizational Behavioral events in organizations is a key goal of Organizational Behavior. The ability to understand behavior is a necessary pre-requisite for effectively managing it.
- Managing Organizational Behavior is defined as the art of getting things accomplished in organizations through people. If behavior is predicted and explained, it can be managed. In terms of Organizational Behavior points of view, prediction and explanation constitute analysis, and management constitutes action.

It is important to study human behavior within an organizational setting, as it generates knowledge and increase the insight into the effects of organizations on people and vice versa. Secondly the ultimate aim is to apply that knowledge in such a way that it is of practical use in improvement of organizational functioning and the quality of work life (Cook & Husaker, 2001¹⁸; Greenberg & Baron, 2008¹⁹; McShane & Von Glinow, 2005²⁰)

1.1.9 Anchors of Organizational Behavior

Organizational Behavior scholars rely on a set of basic beliefs or knowledge structure. These are conceptual anchors represent the way that Organizational Behavior researchers think about organizations and how they should be studied. The following are five anchors of Organizational Behavior (McShane & Von Clinow, 2005)²¹

1. Multidisciplinary anchor
2. Systematic research anchor
3. Contingency anchor
4. Open Systems Anchor
5. Multiple levels of analysis anchor

- 1. Multidisciplinary anchor** (Zald, 1996²²): Organizational Behavior is anchored around the idea that the field should develop from knowledge in other disciplines, not just from its own isolated research base. Organizational Behavior should be multidisciplinary.
- 2. Systematic research anchor** (Furnham, 2004²³; McShane & Von Glinow, 2005²⁴): Organizational Behavior researchers rely on scientific methods; set of principles and practices that minimizes personal biases and distortion about organizational events. Organizational Behavior also adopts grounded theory and similar qualitative approaches to knowledge.
- 3. Contingency anchor** (Greenberg & Baron, 1997²⁵): A particular action may have different consequences in different situations. No single solution is best in all circumstances. One needs to diagnose the situation and select best strategy under those conditions.

4. **Open systems anchor** (Cook & Hunsaker, 2001²⁶): Organizations are open systems because they take their sustenance from the environment and, in turn, affect that environment through their output. An organization's success depends on how well employee sense environmental changes and alters their pattern of behavior to fit those emerging conditions.

1.1.10 Multiple level of analysis anchor

For the present study, the researcher has considered multiple level of analysis anchor. Organizational Behavior issues are studied from different levels of analysis i.e. individual, team, and organizational level. Organizational Behavior is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge towards improving an organization's effectiveness. (Robbins, 2001)²⁷ Organizational Behavior is defined as "The study of human behavior in organizational setting, the interface between human behavior and the organizational context and the organization itself. (Griffin & Moorhead, 2006)²⁸

The above definitions have three facets-the individual behavior, the organization and the interface between two. Organizational Behavior applies the knowledge gained about individuals, groups and the effect of structure on behavior in order to make organization work more effectively.

Organizations are made up of their individual members. The individual is a central feature of Organizational Behavior and a necessary part of any behavioral situation, whether acting in isolation or as part of a group, in response to expectations of the organization or as a result of the influences of the external environment. These individual come together to form group. Teams are groups of two or more people who interact and influence each other, are mutually accountable for achieving common objectives, and perceive themselves as a social entity within an organization (Cohen, S.G. & Bailey, D.E. 1997)²⁹. All teams exist to fulfill some purpose. The organization comprises teams and people and almost everyone in an organization will be a member of one or more teams. People in teams influence each other in many ways and group may develop their own hierarchies and leaders. Group pressures can have a major influence over the behavior and performance of individual members. An

understanding of team structure and behavior complements knowledge of individual behavior.

The different levels of analysis are necessary for understanding individual behavior within organizations because people always act within the context of their environment, which includes both objects and other people. Employers in an organization influence their environment and are also influenced by their environment; making the study of Organizational Behavior a multilevel endeavor. A full understanding of Organizational Behavior is impossible without a thorough examination of the factor that affects the behavior at each level.

The process level includes the characteristics and behavior of teacher educators as well as thought process that are attributed to them such as motivation, stress, values and ethics. The team process level of analysis looks at the ways people interact. At the organizational process level, it is focused on how people structure their working relationships and on how organization interacts with their environment. (McShane & Von Glinow, 2005)³⁰

In Colleges of Education teacher educators, principals, non-teaching staffs are individuals who work in that organization. Teacher educators, principals and non-teaching staff form different teams in the form of committees / clubs etc. Every teacher educator is a member of one or the other team. Each team has specific purpose. Members in teams influence each other in many ways and team may develop their own hierarchies and leaders. Teacher educators, principals and non-teaching staff interact within the structure of their own College of Education individually and as a team. Actually there are other stakeholders who are also interacting and working in the organization such as students, parents, government bodies etc. For the purpose of the present study, Organizational Behavior is studied at three different level i.e. individual process level, team process level and organizational process level.

Let's discuss each level in detail:

1.1.12 Organizational Behavior at individual process level

The process level includes the characteristics and behavior of teacher educators as well as the thought process that is attributed to them, such as learning in organizations, work place values and ethics, foundation of employee motivation and stress management.

1.1.12 a) Learning in organization:

Learning is the most powerful, engaging, rewarding and enjoyable aspect of our personal and collective experience. Organizational leaders need to harness relevant knowledge and experience so that the organization as a whole and the people who comprise it can learn more effectively. Learning is the key to developing a person's potential. Learning enables the individual to meet the demands of change. Learning increases everyone's capacity to contribute to the success of organizations. Learning enables the organization to be more effective in meeting its goals. Learning helps to achieve a better balance between long term organizational effectiveness and short-term organizational efficiency.

All complex behavior is learnt. If we want to explain and predict behavior, we need to understand how people learn.

“Learning has taken place if an individual behaves, reacts, responds as a result of experience in a manner different from the way he formerly behaved” (W.McGehee, 1958)³¹

“Learning is a relatively permanent change in knowledge or observable behavior that results from person's interaction with the environment.” (D.M. Harris and R.L. Desimone, 1994)³²

Learning implies a different internal state which may result in new behaviors and actions or new understanding and knowledge.

A report published by Economic and Social Research Council the researcher found that formal education and training provided only a small part of what is learnt at work. (Michael, E., 1998)³³ It holds true even in Colleges of Education. Knowledge acquired through formal education like completing M.Ed. or clearing NET /SET aims at developing or checking minimum essential teaching competencies among

prospective teachers. But they need further support and reinforcement for developing their professional competencies in view of emerging needs and demands. The International Commission set up by UNESCO on education for 21st century in 1996 has rightly emphasized that there is need to update an improvement of teacher's knowledge and skills throughout their lifetime. For this continuous learning is essential.

Learning arose out of the 'natural demands' of work-solving problems. So organizations need to ensure that not only are their current strategies being met by a competent workforce, but that they have laid contingency plans for ensuring continuous learning for future development.

Creating a learning organization requires teachers reading professional material, attending classes, enrolling in online courses, reflecting on what they need to understand to become better teachers. Each teacher should become an independent learner and thinker. This is the vital first step toward growing a learning organization in every college. The seven actions are needed to implement learning organizations: Create continuous learning opportunities, Promote inquiry and dialogue, Encourage collaboration and team learning, Create systems to capture and share learning, Empower people toward collective vision, Connect the organization to its environment, Provide strategic leadership for learning. There should be continuous learning opportunities, and inquiry and dialogue must be promoted. (Marsick & Watkins, 1999)³⁴

Colleges of Education meant for providing training of teachers. The teacher education needs to be engaged in continuous learning. Lifelong learning should be the motto of teacher educators.

1.1.12 b) Workplace ethics and values

Ethics

Being fair, honest and ethical is one the basic human needs. Every teacher an educator desires to be such himself and to work for an organization that is fair and ethical in its practices. An organization driven by values is revered by its employees

also. They are the common thread that brings the employees and the decision makers on a common platform. This goes a long way in aligning behaviors within the organization towards achievement of one common goal or mission.

Ethics tries to create a sense of right and wrong in the organizations and often when the law fails, it is the ethics that may stop organizations from harming the society or environment.

Ethics refers to moral principles or values that determine whether actions are right or wrong and outcome are good or bad. Ethics are meant to analyze problems that come up in day to day course of college activities.

Like all other professionals teacher educators should have professional ethics. There should be professional ethics which can guide teacher educators' conduct and behavior in their organization and outside. Even though teaching profession has not yet evolved and enforced any code of ethics, teacher education has been based on a set of ethical principles.

Most of the ethical principles and condensed down to three basic ethical values (Shaw, W.H. & Barry, V., 1992)³⁵:

- Utilitarianism- Utilitarianism advises us to seek the greatest good for the greatest number of people. We should choose the option providing the highest degree of satisfaction to those affected.
 - Individual right- This ethical value is the belief that everyone has entitlements that let them act in a certain way. Some of the most widely cited rights are freedom of movement, physical security, freedom of speech, fair treatment etc.
 - Distributive justice: This ethical value suggests that inequality is acceptable if everyone has equal access to the more favored positions in society, the inequalities are ultimately in the best interest of the least well-off in the society.

Values

Value represents basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. (Reddy, R.J., 2004)

Values contain a judgmental element in that they carry an individual's ideas as to what is right, good, or desirable. Values have both content and ideas as to what is right, good or desirable. Values have both content and intensity attributes. The content attribute says that a mode of conduct or an end-state of existence is important. The intensity attribute specifies how important it is.

Values are classified as personal and organizational value.

Personal values list included honesty, love, peace of mind and happiness whereas organizational value list included success, efficiency, power, competitiveness and productivity.

Values are important to the study of Organizational Behavior. They lay the foundation for our understanding of people's attitude and motivation. Values generally influence attitude and behavior. They are powerful way to keep employee's decisions and actions aligned with organizational goals. Values foster a common bond and help ensure that the teacher educators pull in the same direction-irrespective of their individual tasks and ranks. Values often underlie and explain attitudes, behaviors, and perceptions. So knowledge of an individual's value system can provide insight into what "makes the person tick." Globalization has raised our awareness of and sensitivity to differences in values across cultures. Principals are looking for better ways to guide teacher's decisions and behavior by understanding their values.

1.1.12 c) Foundations of employee motivation:

Motivation is of greater importance in any organization. Every organization requires physical, financial and human resources for accomplishment of organizational goals. Human resource is a key asset that makes the best use of all other resources. If human resource asset of an organization is inefficient other assets can never work up to the mark. It is the motivation that gets maximum of human

resource. It is achieved by building willingness in employees to work hard. Motivation in employees is necessary to improve level of efficiency of an employment because motivation eliminates gap between ability and willingness of an employee. Motivation among employees result in best possible utilization of resources, cooperative work environment and a sense of coordination among employees is developed. Motivation in employees develops a positive relationship because it brings satisfaction among employees.

Motivation is a process that starts with physiological or psychological urge or need. It activates a behavior or a drive that is aimed at a goal or incentive. All individuals have a number of basic needs which can be thought as outlets that channel and regulate the flow of potential energy from reservoir. Most individual have, within a given socio-cultural system, a similar set of motives or energy outlets; but differ greater in the relative strength or readiness of various motives depends on specific situations in which a person find himself or herself.

“Motivation represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner.” (LePine, J.A. LePine, M.A., and Jackson, C.L., 2004)³⁶

“Motivation is a process which starts or improves Organizational behaviors, encourages an ongoing activity and directs activities towards specific targets.” (Madsen, 1968)³⁷

“Motivation is the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.” (Robbins, 2001)³⁸

There are several ways in which motivation level of teacher educators is augmented and improved. Some of these factors are described as under:

Rewards: Organizations reward teacher educators for their membership, seniority, job status, competencies, and performance. Teacher educators get fixed salaries and many benefits are the same for everyone in the college. Other rewards increase with seniority. Membership-based rewards may attract job application, particularly when

the size of reward increases with seniority. They also provide a level of security that minimizes stress and builds loyalty.³⁹

In seniority-based rewards reduce turnover because the cost of quitting increases with the employee's length of service. In Colleges of Education, seniority-based reward is achieved when priorities for principal ship is given to senior most member.

Every organization rewards employee for the status of their jobs in the organization. Job status-based pay motivates teacher educators to compete for positions higher up in the organizational hierarchy. Competency-based rewards motivate teacher educators for their skill, knowledge and traits that lead to desired behavior. They reward employee for their demonstrated competencies like technical knowledge, initiative, outstanding performances, contribution to curriculum development etc.

According to 2009 UGC Career Advancement Scheme promotes membership as well as seniority-based rewards whereas direct recruitment promotes competency-based rewards. Central government, state government provide rewards based on competencies in form of best teacher awards. Even colleges at local level do it for motivating teacher educators to enhance their competencies.

Job design: A job is a set of tasks performed by one person. Organizational Behavior scholars generally agree that the deepest passion for performing a job well comes from the work itself. Job design refers to the process of assigning tasks to a job, including the interdependency of those tasks with other jobs. (Pearlmon, K., 1980)⁴⁰ Teacher education is a profession which aims at making competent teachers. The nature of this job itself may motivate teacher educator.

Autonomy: Autonomy is the degree to which the job provides teacher educators with freedom, interdependence, discretion in scheduling the work and determining the procedures to be used to complete the work. If autonomy is provided, teacher educators make their own decisions rather than relying on detailed instructions from principals.

Job feedback: Job feedback is the degree to which teacher educators can tell how well they are doing on the basis of direct sensory information from the job itself. Some researchers suggest that task feedback has an important effect on reducing role ambiguity and improving job satisfaction. (M. C. Andrews and K. M. Kacmar, 2001)⁴¹

Job rotation: Job rotation is the practice of moving teacher educators from one job to another. Moving teacher educators around different jobs, portfolio, and subject might reduce boredom, but most organizations introduce job rotation mainly to develop a flexible workshop. Teacher educators become multi-skilled, so they can fill in vacancies and staff shortage. In Colleges of Education, handling different portfolios, subjects and activities develop skill to organize different types of activities. It may reduce boredom and develop enthusiasm among educators.

Job enlargement: Job enlargement combines tasks into one job. This approach might involve combining two or more complete jobs into one, or just adding one or two more tasks to existing jobs. Job enlargement significantly improves work efficiency and flexibility. Some of the responsible and important tasks given to teacher educators may create feeling of ownership and participation.

Apart from motivation from management, principals, other personnel in the organization i.e. teacher educators can motivate themselves most of the times through self-monitoring, self-reinforcement and self-leadership.

Self-monitoring: Self-monitoring is the process of keeping track of one's progress towards a goal. Feedback from the job itself communicates whether we are accomplishing the task successfully. Self-monitoring includes the notion of consciously checking that naturally occurring feedback at regular intervals. Research suggests that people who have control over when they receive performance feedback perform their tasks better than those with feedback assigned by others. (Bopp, M.I.; Glynn, S.J. and Henning, R.A., 1999)⁴².

Self-reinforcement: Self-reinforcement occurs whenever an employee has control over a reinforce but does not take the reinforce until completing a self-set goal (Logue, A.W., 1995)⁴³

Self-leadership: Self-leadership practices generally improve self-efficacy, motivation and performance. Self-set goals and constructive thought processes improve individual performance through higher internal motivation.

UGC adopted performance based appraisal system (PBAS)⁴⁴ for teacher educators for which teacher educators are supposed to do self-assessment. It would work as a tool for self-monitoring as well as self-leadership.

1.1.12 d) Stress management

Human being has many biological, psychological and social needs. When these needs are not satisfied they experience stress. Stress is an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being. (DeFrank, R.S. and Ivancevich, J. M., 1998)⁴⁵ Stress is a dynamic condition in which an individual is confronted with an opportunity, demand or resource related to what the individual desired and for which the outcome is perceived to be both uncertain and important. (Schuler, R.S., 1980)⁴⁶

Occupational stress occurs when there is discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demands often a stressor can lead the body to have a physiological reaction which can strain a person physically as well as mentally. In relation to the profession of teaching, where a teacher educator is viewed as dispensers of knowledge and skills, teacher educators are increasingly perceived as facilitators or managers of knowledge. They are accountable for each and every action of both, self, and that of student teachers.

Hock and Roger⁴⁷ (1996) indicated that the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Such as ability to meet the demands of students and a lack of adequate coping mechanism. Teachers are susceptible to organizational stress of role conflict and role ambiguity. Findings have indicate that time pressures (Austin, 1998, Barnes, Anago and Coombs, 1998; Smith et.al., 1995; Thompson and Dey, 1998) and high self-expectations (Gmelch et.al., 1986; Smith et.al., 1995) are the main sources of stress for teachers.

Following are the main sources of stress considered for the present study.

Physical environment stressors: Some stressors, such as excessive noise, poor lighting, and safety hazards are found in the physical work environment. Physical stressors also include poorly designed office space, lack of privacy, ineffective lighting and poor air quality.

Role related stressors:

Role related stressors include conditions where teacher educators have difficulty understanding, reconciling or performing the various roles in their lives. The main role related stressors are role conflict, role ambiguity and workload.

Role ambiguity is the extent to which teacher educators are unclear about what their job functions and responsibilities are supposed to be. Role ambiguity exists when teacher educators are uncertain about their job duties, performance expectation, level of authority, and other job condition. Such ambiguity tends to occur especially at the time of joining the organization or due to changing the authority etc.

Role conflicts occur where there is incompatibility between demands at work or between work and no work.

Workload concerns the work demands that the job places on an employee and is of two types: quantitative and qualitative. Quantitative work load is the amount of work that a person has. A heavy quantitative workload means that a person has too much to do. Qualitative workload is the difficulty of work relative to a person's capabilities. A heavy qualitative workload means that the employee is not capable of doing job tasks because they are too difficult for him or her. It is possible for person to experience only one type of workload in a job. Workload research has found that it relates to all three types of strains- psychological, physical and behavioral. Work under load, receiving too little work or having tasks that do not sufficiently uses your talent, is a possible stressor. However work overload is a far more common stressor these days.

Interpersonal stressor- Interpersonal stressors include ineffective supervision, office politics and other conflicts we experience with people. In Colleges of Education,

teachers need to work in groups, in collaboration in spite of their different interest, motive. This may give rise to interpersonal stressors.

Organizational stressor– Most forms of organization changes are stressful. Downsizing (reducing the number of teacher educators) is extremely stressful to those who lose their jobs. Insecurity about the job, challenges in the job, increasing expectation due to rules and regulations are some of the organizational.

1.1.13 Organizational Behavior at team process level

The team process level of analysis looks at the way people interact. This level includes foundation of team dynamics, decision making and employee involvement, communicating in organizational settings, and organizational leadership.

1.1.13 a) Foundations of team dynamics:

One cannot work alone in any organization and thus teams are formed where individuals work together for a common objective. Every employee is dependent on his fellow employees to work together and contribute efficiently to the organization. No employee can work alone; he has to take the help of his colleagues to accomplish the tasks efficiently. It has been observed that the outcome comes out to be far better when employees work in a team rather than individually as every individual can contribute in his best possible way.

Teams are groups of two or more people who interact and influence each other; are mutually accountable for achieving common objectives, and perceive themselves as a social entity within an organization. (Cohen, S.G. and Bailey, D.E., 1997) ⁴⁸

In Colleges of Education, Teacher educators, principals and non-teaching staff form different teams in the form of committees/ clubs etc. Every teacher educator is a member of one or the other team. All teams exist to fulfill some purpose, such as organizing students' activity, undertaking project, implementing healthy practices, preparing for NAAC etc. Team members are held together by their interdependence and need for collaboration to achieve common goals. Team members also influence each other, although some members are more influential than others regarding team's

goals and activities. In Colleges of Education, different committees are self-directed teams which performed for the achievement of specific goals.

Team effectiveness: It refers to how the team affects the organization, individual team members and the team's existence. (West, 2000)⁴⁹ The following are essentials for team effectiveness.

Organizational and team environment: There are many elements in the organizational and team environment that influence team effectiveness.

Reward systems: Research indicates that members tend to work together more effectively when they are least partly rewarded for team performance.

Communication systems: All teams require some form of communication so that members can coordinate and share common objectives. A poorly designed communication system can starve a team valuable information and feedback, or it may swamp it with information overload.

Organizational environment: Team success depends on the organization's external environment. High expectations of the organizations motivate teams to perform better. A competitive environment motivates teacher educators to work together.

Organization structure: Team works well when there are few layers of management and teams are given autonomy and responsibility for their work. This structure encourages interaction with team members rather than with supervisors. Teams also flourish when teacher educators are organized around work processes rather than specialized skills. This structure increases interaction among team members.

Organizational leadership: Teams require ongoing support from senior executives to align rewards, organizational structure, communication systems, and other elements of team context. They also require team leaders or facilitators who provide coaching and support.

Task interdependence: High task interdependence exists when team members must share common inputs to their individual tasks, need to interact in the process of executing their work, or receive outcomes (such as rewards) that are determined by

the performance of others. Teams are well suited to highly interdependent tasks because people coordinate better when working together than separately. Moreover, recent evidence indicates that task interdependence creates an additional sense of responsibility among team members, which motivates them to work together rather than alone. (G. van der Vegt, B. Emans, & E. van de Vliert., 1998)⁵⁰

Team development: Team members should resolve several issues and pass through several stages of development before emerging as an effective work unit. They should get to know each other, understand their respective roles, discover appropriate and inappropriate behaviors, and learn how to coordinate their work or social activities. The success of any team is directly proportional to the relation among its team members and their collective efforts.

Team cohesiveness: Team cohesiveness is the degree of attraction people feel toward the team and their motivation to remain members-is usually an important factor in a team's success⁵¹. Teacher educators feel cohesiveness when they believe the team will help them achieve their personal goals, fulfill their need for affiliation or status, or provide social support during times of crisis or trouble. Cohesiveness is an emotional experience, not just a calculation of whether to stay with or leave the team. It exists when team members make the team part of their identity. Cohesiveness is the glue or esprit de corps that holds the group together and ensures that its members fulfill their obligation.

Team building: Team building is any formal activity intended to improve the development and functioning of a work team. Most team building accelerates the team development process, which in turn, might reshape team norms or strengthen cohesiveness. Team building is sometimes applied to newly established teams, but it is more common among existing teams that have regressed to earlier stages of team development. Team building is therefore most appropriate when the team experiences high membership turnover or when members have lost sight of their respective roles and team objectives. (Liebowitz, S.J. & Meuse, K. P., 1982)⁵²

Team building encourages team members to describe perceptions of their own role as well as the role expectations they have of other team members. After discussing these perceptions, team members revise their roles and work toward a

common mental model of their respective responsibilities. Interpersonal processes that try to build trust and open communications among team members by resolving hidden agendas and misperceptions.

An individual will definitely take more time to perform if he is single handedly responsible for everything. When employees work together, they start helping each other and responsibilities are shared and thus it reduces the work load and work pressure. Every team member is assigned one or the other responsibility according to his specialization, level of interest and thus the output is much more efficient and faster. Individuals work in close coordination with each other and thus come to know each other better. Team work also reduces the chances of unnecessary conflicts among the employees and every individual tries his level best to support his team member. The level of bonding increases as a result of team work. Every individual is different and has some qualities. One can always benefit something or the other from his team members which would help him in the long run. Team Building exercises also increase the trust factor among the employees. Team Building activities also reduce the chances of confusions, misunderstandings and in a way making the communication effective. Individual is very clear about his goals and objectives and what exactly is expected from him.

1.1.13 b) Decision making and employee involvement:

Making decisions has been identified as one of the primary responsibilities of any principal. Decision making is an important process for organizational effectiveness. Decision making is almost universally defined as choosing between alternatives. Decision making is a conscious process of making choices among one or more alternatives with the intention of moving toward some desired state of affairs. (Shull, F.A., Delbecq, A. L. & Cummings, L.L.1970)⁵³

Decision may involve allocating resources, appointing people, introducing new project etc. If resources like men, money, materials, machines, time and space were abundant, clearly any planning would be unnecessary. But, typically, resources are scarce and so there is a need for planning. Decision making is at the core of all planned activities. We can ill afford to waste scarce resources by making too many wrong decisions or by remaining indecisive for too long a time.

Decision making to an extent depends on individual to individual, information and time available, nature of decision (structured, unstructured, routine, repetitive, etc.), degree of risk involved, etc. Among these, individual factors such as bias, knowledge of individual making decision, analytical ability, intuition, etc. are crucial factors which need to be given attention to. This is so because given the other factors, these are the factors which can influence the quality of decision in similar circumstances. Generally, the principal alone can think through all aspects of the situation. But group generates more complete information and knowledge. By aggregating the resources of several individual, groups bring more input into the decision making. Groups can bring heterogeneity to the decision process. They offer increased diversity of views. This opens up the opportunity for more approaches and alternatives to be considered. A group leads to increased acceptance of a solution. Group members who participated in making a decision are likely to enthusiastically support the decision and encourage others to accept it. Group decision making are more accurate and creative. So teacher educators should be involved in decision making. In an educational institution, the right to participate in decision making has not only an ethical basis but yields practical advantages as well. The people who are affected by a decision know the best what the needs are and to what extent the existing policies have been effective in meeting them they are closest to the situation and know or can find out about existing conditions. Because they are affected, they have a special stake in seeing to it that the decision will not affect them or their interests adversely.

For making group decision making successful, maximum involvement of employees in decision making process is essential. It is possible only with encouragement and conducive environment provided by principals. Employee involvement refers to the degree to which employees share information, knowledge, rewards, and power throughout the organization. (Randolph, W. A., 2000) ⁵⁴

According to Argyle (1972)⁵⁵, People become committed to the goals of the organization as a result of participating in decision making in their work place or co-partnership schemes. Teacher educators have some level of activity in making decisions that were not previously within their mandate. Employee involvement extends beyond controlling resources for one's own job; it includes the power to

influence decisions in the work unit and organization. The higher the level of involvement, the more power people have over the decision process and outcomes. Along with sharing power, employee involvement requires sharing information and knowledge, because teacher educators require more knowledge to make a meaningful contribution to the decision process.

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs. Employee involvement is not the goal nor is it a tool, as practiced in many organizations. Rather, employee involvement is a management and leadership philosophy about how people are most enabled to contribute to continuous improvement and the ongoing success of their work organization.

Levels of employee involvement: Levels of employee involvement reflect both the degree of power over the decision and the number of decision steps over which employees can apply that power.⁵⁶

Low level of involvement: The lowest level of involvement is selective consultation, in which teacher educators are individually asked for specific information or opinions about one or two aspects of the decision. They do not necessarily recommend solutions and might not even know details of the problem for which the information will be used.

Moderate level of involvement: A moderate level of employee involvement occurs when teacher educators are more fully consulted either individually or in a group. They are told about the problem and offer their diagnosis and recommendations, but the final decision is still beyond their control.

High level of involvement: The highest level of involvement occurs when teacher educators have complete power over the decision process. They discover and define problems, identify solutions, choose the best option, and monitor the result of their decision.

Employee involvement improves the quality of decision in many ways. First it leads to a more accurate definition of the problem. When the college activities

misalign with student's expectations, teacher educators are first to know. Employee involvement ensures that everyone in the college is alerted quickly to the problems. Second, employee involvement potentially can improve the number and quality of solutions generated to organizational problems. Team members create synergy by pooling their knowledge to form new alternatives that no one would have designed alone. Several people working together and building on each other's strengths can generate more and potentially better solutions than if these people worked alone. Third, involving teacher educators in decisions increases the likelihood that the best option will be selected. This tendency occurs because the decision is reviewed by people with diverse perspectives and broader representation of values than if one superior made the choice alone.

1.1.13 c) Communicating in organizational settings:

Communication is the means by which people are linked together, how they function in to achieve a common goal. Communication is transactional, involving two or more people interacting within a defined environment. Without effective communication among different parties; the pattern of relationships that we call organization will serve no one's needs. Koontz (2001)⁵⁷ defines organizational communication as the transfer of information from the sender to the receiver with the information being understood by the receiver. Onuoha (1991)⁵⁸ agrees, calling it "the process of transmitting meanings, ideas and information from sender to receiver." Hybels and Weaver (2001)⁵⁹ see communication as "any process in which people share information, ideas and feelings, and that it involves not only the spoken and written word but also body language, personal mannerism and style"— anything that adds meaning to a message.

Greenberg and Baron (2008)⁶⁰ state that the purpose of communication within organizations is to direct action, to coordinate and to communicate in order to build relationships. Groups in organizations communicate in order to generate ideas, to share knowledge and to get the job done. Effective organizational communication is necessary for transmitting directives, building cooperation, optimizing performance and satisfaction, to steer clear of obstacles, to solve problems. (Cook &Hunsaker, 2001).⁶¹ Typically, communication is considered to be the exchange of messages

between people for the purpose of achieving a commonly understood purpose or meaning.

Channels of communication:

There are different channels of communication. Written communication channels include letters, memos, reports, resumes, messages, newsletters, policies etc.

Oral communication channels include face to face conversations, meetings, and telephone conversations.

Nonverbal communication is communication by means of elements and behaviors that are not coded into words. It includes body language i.e. Body movements such as gestures, facial expressions, eye movements, posture. It also includes proxemics, paralanguage.

Electronic media is emerging as a powerful way to communicate, and it has changed communication patterns in organizational settings. Computer-mediated communication gives teacher educators the freedom to communicate effectively from any location.

Communication barriers: People misinterpret messages because of perceptual biases. Some information is filtered out as it gets passed up the hierarchy. Jargon and ambiguous language are barriers when the sender and receiver have different interpretation of the words and symbols used. Communication is complicated by barriers as frames of reference, value judgements, selective listening, filtering and distrust.

Effectiveness of communication:

Effective interpersonal communication depends on the sender's ability to get the message across and the receiver's performance as an active listener. At times the sender needs to empathize with the receiver, repeat the message, to be descriptive. The receiver needs to clarify the message if not understood. The communicators need to empathize, should be sensitive to the speaker's feelings, thoughts and situation. Responding refers to the listener's development and display of behaviors that support

the communication process. Responsiveness is feedback to the sender, which motivates and directs the speaker's communication. Successful communication directly affects an organization's bottom-line and is therefore a critical dynamic in successful Organizational Behavior (Hersey, Blanchard & Johnson, 1996)⁶².

Communication serves four major functions within a group or organization: control, motivation, emotional expression and information. Communication acts to control member behavior in several ways. Organizations have authority hierarchies and formal guidelines that teacher educators are required to communicate any job-related grievance to their immediate boss, to follow their job description, or to comply with organizational policies, communication is performing a control function. Communication fosters motivation by clarifying to teacher educators what is to be done, how well they doing, and what can be done to improve performance if it is subpar. The specific goals, feedback on progress toward the goals, and reinforcement of desired behavior all stimulate motivation and require communication. For many employees, their work group is a primary source for social interaction. The communication that takes place within the group is a fundamental mechanism by which members show their frustrations and feelings of satisfaction. Communication facilitates decision making. It provides the information that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choice.

1.1.13 d) Organizational leadership

Leadership of the principal and the ways through which the head carries out the role has an influence on the way a colleges function. Leadership is to induce or persuade all subordinates or followers to contribute with cheerful readiness to organizational goals. Effective leadership creates inspiring and stimulating climate so that the teacher educators can enjoy a high level of morale. Although any member can influence other members, individuals with titles such as "manager" (i.e. principals here) have the leadership roles and responsibility to lead and influence others (Johns & Saks, 2008⁶³ and Pierce, J. L., &Newstrom, J. W. (2008).⁶⁴ They use power and persuasion to ensure that followers have the motivation and role clarity to achieve specified goals. Leaders also arrange the work environment-such as allocating

resources and altering communication pattern-so that teacher educators can achieve objectives more easily.

Leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives. Effective leaders help groups of people define their goals and find ways to achieve them. (Selznick, 1957).⁶⁵

Leadership is defined as the process whereby one individual influences others toward the attainment of organizational goals. Leadership is the influence and support that particular individuals bring to bear on the goal achievement of others in an organizational context. (Greenberg and Baron, 2008)⁶⁶

Leadership has been contemplated since the days of Greek philosophers, and it is widely researched. The leadership has been studied from different perspectives. Some scholars have studied the traits of great leaders whereas others have looked at their behaviors. More recent studies have looked at leadership from a contingency approach.

Currently, the most popular leadership is that leaders transform organizations through their vision, communication, and ability to build commitment which is known as transformational leadership. Along with transformational leadership, for improving organizational efficiency, transactional leadership is also essential.

Transactional leadership:

Transactional leadership involves managing-helping organizations achieve their current objectives efficiently, such as by linking job performance to valued rewards and ensuring that employees have the resources needed to get the job done. (Avolio, B.J. & Bass, B.M.1988)⁶⁷

Transactional leadership is based on with a system of rewards and punishments (Dubrin, 2004)⁶⁸& Bass, 1985)⁶⁹ indicated that transactional leaders focus on engaging in exchanges with their team members, these exchanges are based on what the leaders expect. In exchange, leaders articulate the goal and offer rewards if the goal is achieved. Transactional leaders give rewards and punishments to motivate employees' performance, and to promote relationships with them (Bass,

1985). (Bryant, 2003)⁷⁰ stated that transactional leaders have three primary characteristics. First, transactional leaders work with their team members and try to get a reward for their goal. Second, they will exchange the rewards and promises of the reward for work effort. Finally, transactional leaders are responsive to the immediate self-interests of workers.

Transactional leadership occurs when leaders approach followers with a transaction in mind: to get compliance in terms of effort, productivity and loyalty in exchange for rewards whether economic, political, or psychological. This means that leaders recognize the basic needs and wants of followers but given the priority on tasks; the roles are assigned according to the planned outcomes.

Transactional leadership is the behavior that involves:

- Contingent reward: To clarify the work required to obtain rewards and the use of incentives and contingent rewards to influence motivation.
- Passive management by exception: To use contingent punishments and corrective actions in response to obvious deviations from acceptable performance standards.
- Active management by exception: To monitor subordinates and take corrective action to ensure that work is done effectively.
- Laissez-faire: To show passive indifference about the task and subordinates.

Colleges of Education have to be organized according to rule and regulations of UGC and NCTE. It is required to follow guideline, structure and framework. Transactional leadership enables it effectively.

Transformational leadership:

The report of UNESCO-NCTE Conference on professional status of teachers held at Bhopal in 1995 has given suggestions: All pre-service education programs should be more comprehensive, intensive, and rigorous so as to transform them into truly professional induction. Pre-service teacher education program should be thoroughly overhauled and restructured. NCTE (1998, p.23) also calls for bringing out

a transformation in teacher preparation strategies. For making this transformations possible transformational leadership is must in Colleges of Education.

Transformational leadership is about leading-changing the organization's strategies and culture so that they have a better fit with the surrounding environment. (Bennis, W. and. Nanus, B. Leaders. 1985)⁷¹

Northouse's (2004)⁷² definition of transformational leadership as a process that brings about changes in individuals, an influence that causes followers to accomplish more than what is expected of them. Leithwood et al (1999)⁷³ defined transformational leadership as the process of bringing about changes in the purposes and resources of both leaders and followers. In the words of Rouché, Baker, & Rose (1989)⁷⁴, transformational leadership was defined as the leader's ability to influence employees 'attitudes, values, beliefs, and behaviors, by working through them and with them in order to accomplish the organization's goals, mission and purpose. Summarizing from the above definitions, transformational leadership could be viewed as an interaction between leaders and followers, with a view to fostering attitudes and behaviors that arouse interest of workers and strongly commit them into accomplishing the organization's visions, goals and mission.

Transformational leadership is the behavior that involves:

- Idealized influence: To arouse strong follower emotions and identification with the leader.
- Intellectual stimulation: To increase awareness of problems and influences followers to view problems from a new perspective.
- Individualized considerations: To be supportive and encourage followers.
- Inspirational motivation: To communicate a vision through symbols to focus subordinate effort and the modeling of appropriate behaviors.
- Transforming followers: a transformational leader seeks to influence the assumptions and beliefs about the world that followers hold so as to become shared. A transformational leader therefore is concerned with shaping the culture of the group.

Organizations require both transactional and transformational leadership. Transactional leadership improves organizational efficiency, whereas transformational leadership steers organization onto a better course of action.

1.1.14 Organizational Behavior at organizational process level

At the organizational process level, we focus on how people structure their working relationships and on how organizations interact with their environment. This level includes organizational culture, Employee relationship , and organizational change and development.

1.1.14 a) Organizational culture

Every organization has its unique style of working which often contributes to its culture. The beliefs, ideologies, principles and values of an organization form its culture. The culture of the workplace controls the way employees behave amongst themselves as well as with people outside the organization.

Organizational culture reflects the values, beliefs, and attitude of its members. Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations.⁷⁵

According to Robbins (2001)⁷⁶, an organization's culture is the perception of its personality and these perceptions affect employee performance and satisfaction.

Newstrom (2008)⁷⁷ is of the opinion that organizational culture reflects the assumptions and values that guide a firm and are intangible but powerful influences on employee behavior.

Organizational culture has a significant effect on how employees view their organizational responsibilities. First, it has a boundary-defining role; that is, it creates distinctions between one organization and others. Second, it conveys a sense of identity for organization members. Third, culture facilitates the generation of commitment to something larger than one's individual self-interest. Fourth, it enhances the stability of the social system. Culture is the social glue that helps hold the organization together by providing appropriate standards for what employees

should say and do. Finally culture serves as a sense-making and control mechanism that guides and shapes the attitude and behavior of employees.

Following are possible organizational culture values. Each of the following subscale is effective in different situations.

- **Performance culture:** This culture values individual and organizational performance and strives for effectiveness and efficiency.
- **Relationship culture:** This culture values nurturing and well-being. It considers open communication, fairness, teamwork, and sharing parts of organizational life.
- **Responsive culture:** This culture values its ability to keep in tune with the external environment, including being competitive and realizing opportunities.

A healthy culture encourages the teacher educators to stay motivated and loyal towards the management. It is the culture of the workplace which actually motivates the teacher educators to perform. The culture of an organization represents certain predefined policies which guide the teacher educators and give them a sense of direction at the workplace. The culture gives them a sense of unity at the workplace. Everybody is clear with his roles and responsibilities and strives hard to accomplish the tasks within the desired time frame as per the set guidelines. Implementation of policies is never a problem in organizations where people follow a set culture. The new employees also try their level best to understand the work culture and make the organization a better place to work. The work culture promotes healthy relationship amongst the employees. No one treats work as a burden and moulds himself according to the culture.

1.1.14 b) Employee relationship

An organization needs human beings who work together and perform to achieve the goals and objectives of the organization. The success and failure of any organization is directly proportional to the efforts put by each and every employee. The employees should share a good rapport with each other and strive hard to realize the goal of the organization. They should complement each other and work together

as a single unit. No individual can work alone. He needs the support and guidance of his fellow workers to come out with a brilliant idea and deliver his level best.

Every individual shares a certain relationship with his colleagues at the workplace. The relationship is warm, so-so or bad. The relationship can be between anyone in the organization - between coworkers, between an employee and his superior, between two members in the management and so on. It is important that the employees share a healthy relationship with each other to deliver their best performances. Employee relations refer to the relationship shared among the employees in an organization.

The employees should be comfortable with each other for a healthy environment at work. It is the prime duty of the principals and team leaders to discourage conflicts in the team and encourage a healthy relationship among employees. The organization becomes a happy place to work if the employees work together as a family. An individual feels motivated in the company of others whom he can trust and fall back on whenever needed. Healthy employee relations also discourage conflicts and fights among individuals. It is essential that employees are comfortable with each other for better focus and concentration, lesser conflicts and increased efficiency.

Employee relationship depends on certain degree of trust between the parties.⁷⁸ Trust occurs when we have positive expectations about another party's intentions and actions toward us in risky situations. There are many trust relationships in organization. Teacher educators learn to trust their colleagues, team leaders, subordinates. Organizational Behavior scholars also refer to institutional trust, which is the employee's trust of the organization's principal and management.

Organizational socialization refers to the process by which individual's learn the values, expected behaviors, and social knowledge necessary to assume their roles in the organization.⁷⁹ Organizational socialization is a process of learning and of change. It is a learning process because newcomers try to make sense of the organization's physical workplace, social dynamics, and strategic/cultural environment. They need to form successful and satisfying relationships with other people from whom they can learn the ropes. (Mignerey, J.T.; Rubin, R.B. &Gorden, W.I., 1995)⁸⁰

1.1.14 c) Organizational change and development

Organizational change represents a deliberate attempt by managers and employees to improve the functioning of teams, departments, divisions or an entire organization in some important way. (Goodman, P.S., and Rousseau, D.M., 2004).

Organizational development includes any planned change intended to make an organization more effective. Successful organizations monitor their environments and take appropriate steps to maintain a compatible fit with the new external conditions. This adaptability requires continual change. It is an ongoing process because environmental change does not end. Psychologist Kurt Lewin developed the force field analysis model to help us to understand how the change process works (Lewin, K., 1951).

One side of the force field model represents the driving force, which push an organization toward a new state of affairs. There are many forces for change in the external environment, but the prominent forces are information technology, globalization, competitions and demographics. The other side of Lewin's model represents the restraining forces, which maintain the status quo. These restraining forces are commonly called "resistance to change" because they appear as employee behaviors that block the change process. Stability occurs when the driving and restraining forces are roughly in equilibrium. Lewin's force field model emphasizes that effective change occurs by unfreezing the current situation, moving to a desired condition, and then refreezing the system so that it remains in this desired state. Unfreezing involves producing disequilibrium between the driving and restraining forces. This change may occur by increasing the driving forces, reducing the restraining forces, or having a combination of both. Refreezing occurs when the organization's system and structures are aligned with the desired behaviors. They should support and reinforce the new role patterns prevent the organization from slipping back into the old way of doing things. This stabilization does not occur automatically; rather, organizational leaders should continually stabilize the desired behavior.

Some Organizational Behavior scholars suggest that employee resistance represent symptoms of underlying restraining forces. Teacher educators may be worried about

the consequences of change, such as how the new conditions will take away their power and status. Some are concerned about the process of change itself, such as the effort required to break old habits and learn new skill. The main reasons people create obstacles to change are fear of unknown, breaking routine, incongruent organizational systems, and incongruent team dynamics.

Effective change involves more than making employee aware of the driving forces. It also involves reducing or removing the restraining forces. The different ways to overcome employee resistance are communication, training, employee involvement, and stress management. After unfreezing and changing behavior patterns, we need to refreeze desired behavior so that people do not slip back into their old work practices. (Kotter, J.P. and Schlesinger, L.A., 1979) Refreezing occurs when organizational systems and team dynamics are realigned with the desired changes. The desired patterns of behavior can be nailed down by changing the physical structure and situational conditions. Organizational rewards also powerful systems that refreeze behaviors. (Lawler E.E. III, 2000)

So far the different variables at individual process level, team process level and organizational process level are discussed.

While studying Organizational Behavior of Colleges of Education as per multiple level of analysis anchor i.e. Organizational Behavior at individual process level, team process level and organizational process level, the researcher included all above mentioned variables at each level. These variables of Organizational Behavior at different level will help the researcher to find out the answers of the following questions: What is the level of Organizational Behavior of Colleges of Education as per multiple levels of analysis? What is teacher educators' and principals' level of learning in organization? Do teacher educators take initiation to learn and how far principals, management encourage them to do so? Do they utilize it? To what extent teacher educators and principals of Colleges of Education have values and ethics? What is the motivation level of teacher educators? Can teacher educators manage stress in an organization? To what extent, teacher educators work in team? Are principals successful in doing so? What is involvement level of teacher educators in decision making? Do principals encourage them for participating? How is the communication between teacher educators and principals in Colleges of Education?

Do principals have transactional leadership or transformational leadership and if yes to what extent? What is the organizational culture of Colleges of Education? How is the employee relationship among teacher educators and principals? What is the level of accepting, facing and maintaining change in Colleges of Education?

In order to find out the answers of above mentioned questions the researcher has include different variables at each level of Organizational Behavior.

The Colleges of Education, in Maharashtra are run by different types of management. Some colleges are managed by the Maharashtra State Government whereas others are managed by private managements. The private management is of two types. One is private management but financially aided by the state government and another one is the private management and not aided by the government. Some colleges are in urban areas and some colleges are in rural areas. The research findings reveal that the financial assistance and geographical areas are found to be the factors for discrepancies of the educational institutions. On the same line, Organizational Behavior of the educational institutions may also be dependent on the type of financial aid given to the institutions and the locale of the institutions. The researcher wanted to find out if there are any discrepancies in the Organizational Behavior in the Colleges of Education managed by different types of management? Is there any difference in the Organizational Behavior of different Colleges of Education existing in different locale?

Therefore this topic is selected for the doctoral study by the researcher.

1.2 NEED OF THE STUDY

In every organization, there are three major resources to be managed if the organization wants to achieve its objectives and goals. These resources are Human resources, material resources and financial resources. And out of these three, human resource management is the most important and difficult to manage. The reason being that every human being is born unique and therefore is bound to have different characteristics that is, the ways they think feel reason and act. In order to understand these characteristics of human resource, study of Organizational Behavior is essential.

Organizational Behavior is field of inquiry that studies what people think, feel, and do in and around organizations. Organizational Behavior helps the Colleges of Education to predict and understand organizational events, adopt more accurate theories of reality and control the events more effectively. It helps to understand the work world, test and challenge our personal theories of human behavior, and ways to manage organizational activities. Organizational Behavior is not just the study of the systems, processes, and structures in an organization. But also the systematic study of individuals' behavior in an organization. It should be understood that these individuals work with external and internal environments which are psychological and sociological in nature. They need to understand, predict and influence the behaviors of others in organizational settings. All teacher educators have an inherent need to know about the world in which they live. This is particularly true in organizations because of their profound effect on lives of teacher. One feels more comfortable when one can understand why organizational events occur and accurately anticipate future events since human nature plays a very major part in the overall success of an organization, it is therefore important to have an effective working relationship between the employee and the manager as this is essential for the success of the organization. All organizations including educational institutions are made up of people who chose to work in it primarily because it enables them to satisfy at least some of their personal needs. We can view Organizational Behavior as the systematic study of the nature of organizations; how they begin, how they develop and their effects on individual members. It is also a systematic attempt to understand the behavior of people in an organization.

There has never been a better time to research about Organizational Behavior. The pace of change is accelerating, and most of the transformation is occurring in the workplace. Some of the emerging Organizational Behavior issues are: globalization, the changing workforce, information technology, emerging Employee relationship s and workplace values and ethics. These issues make it mandatory to understand the emerging pattern of behavior in the workplace with the help of systematic research. It requires decision makers in the Colleges of Education to be more sensitive to the work force which is becoming increasingly diverse. The mangers and the employees of the Colleges of Education should adjust to the changing Employee relationship s, virtual teams and network organizations. More attention has to be given to the values

in the work place. To adjust and to adapt to these changes, the management, principals, teaching and non-teaching employees of the Colleges of Education requires help from the research studies in the field of Organizational Behavior of Colleges of Education. It is essential especially for facing competitive pressure, for improving ethical behavior, for facing challenges of globalization, for reducing turnover, for inculcating organizational citizenship behavior and for maintaining job satisfaction among teacher educators.

Understanding Organizational Behavior has become important for principals of Colleges of Education. A quick look at a few of the dramatic changes now taking places in organizations supports this claim. Heavy use of temporary staff is severing the bonds of loyalty that historically tied many employees to the college. Competition is requiring employees to become more flexible and to learn to cope up with rapid change. Knowledge is replacing infrastructure. Basically, the principal who is head of College of Education deals with human beings at various levels. Administration at all levels involves effective planning, organizing, supervising, controlling and evaluating. It is therefore his duty to coordinate all activities in the College of Education to meet the mission of institute.

The study of the related literature shows that in one or other aspects of the Organizational Behavior the research is being undertaken, however, a comprehensive research, including different instigated components of Organizational Behavior is not undertaken, especially in the field of Colleges of Education. As such this research is very significant.

1.3 STATEMENT OF THE PROBLEM

“A STUDY OF ORGANIZATIONAL BEHAVIOR OF COLLEGES OF EDUCATION OF MAHARASHTRA STATE.”

1.4 CONCEPTUAL AND OPERATIONAL DEFINITIONS

1.4.1 Conceptual definition

Organizational Behavior:

Organizational Behavior involves the study and application of knowledge about how people act within organizations, as individuals and within group

Newstrom& Davis, 2002

Organizational Behavior is an interdisciplinary field of study seeking to understand the behavior of individual, group and organizational processes in organizational settings

Baron, 1986

The individual, team and structural characteristics that influence the behavior within organizations is studied in the Organizational Behavior studies. The Organizational Behavior is studied from the following three levels.

1. **Organizational Behavior at individual process level:** The process level includes the characteristics and behavior of teacher educators as well as the thought process that is attributed to them.
2. **Organizational Behavior at team process level:** The team process level of analysis looks at the ways people interact.
3. **Organizational Behavior at Organizational process level:** Organizational process level is focused on how people structure their working relationships and on how organization interacts with their environment.

McShane& Von Glinow, 2005

1.4.2 Operational definitions

Organizational Behavior:

The Organizational Behavior is studied in three groups i.e. Organizational Behavior at individual process level, Organizational Behavior at team process level and Organizational Behavior at organizational process level.

1. Organizational level at individual process level:

This level includes the “learning in organization”, “work place ethics and values”, “foundations of employee motivation” and “stress management”

a) Learning in organization

Learning in organization includes personal attitude for lifelong learning of the employee, Learning atmosphere (Formal and informal) in the organization and its utilization by the employee, Learning opportunities in the organization and its utilization by the employee, Incentives for learning by the organizations and its utilization by the employee and Facilities for learning in the organization and its utilization by the employees

b) Work place ethics and values

Values: Values includes personal values i.e. happiness, peace of mind, honesty and organizational values i.e. productivity, success, competitiveness.

Ethics: Ethics include ethical values i.e. Utilitarianism, Individual rights and Distributive justice.

c) Foundations of employee motivation

Foundations of employee motivation includes different motivational strategies like Rewards, Job design, Autonomy, Job feed back, Job rotation, Job enlargement, Self-monitoring, Self-reinforcement and Self-leadership adopted by College of Education.

d) Stress management

Stress management include management of different stressors like Physical environmental stressors, Role related stressors, work overload, Interpersonal stressors Organizational stressors, Individual differences and its consequences i.e. Job burnout,

2. Organizational Behavior at team process level:

This includes the “foundation of team dynamics”, “decision making and employees involvement”, “communicating in organizational setting” and “organizational leadership”

a) Foundation of team dynamics

Foundation of team dynamics includes formation of self-directed teams, Team effectiveness, Task interdependence, Team development, Team cohesiveness and Team building.

b) Decision making and employee’s involvement

Decision making and employee’s involvement refers to the extent of application of decision making model while taking decisions like making year plan, allotment of teaching subjects, planning of extracurricular activities, selecting student teachers for giving them responsibilities, undertaking new projects/ activities etc., assigning portfolio, making changes in routine work.

c) Communicating in organizational setting

Communicating in organizational setting includes types of communication used by Colleges of Education, fulfillment of purpose of communication, effectiveness of communication and barriers of communication in Colleges of Education.

d) Organizational leadership

Organizational leadership includes Transformational leadership and Transactional leadership followed by the principals of Colleges of Education.

3. Organizational Behavior at organizational process level

This includes the “organizational culture, “employee relationship” and “organizational change and development”.

a) Organizational culture

Organizational culture refers to Responsive culture, Performance culture and Relationship culture of Colleges of Education.

b) Employee relationship

Employee relationship refers to employer and employee exchange relationship, Trust between employer and employee, continuous development for new trend and organizational socialization.

c) Organizational change and development

Organizational change and development refers to the efforts taken by the Colleges of Education to cope with change and to achieve development which include the forces of change i.e. environmental dynamics, reduction of resistance for change, Changing, Refreezing, Training in the changed skills.

Types of management:

1. Government Colleges of Education: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. The finance and management of these institutions are governed by state government.

2. Private aided Colleges of Education: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools.

This type of Colleges of Education the management of the college is by the private trust or society and the financial aid is given by the government.

3. Private unaided Colleges of Education: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. This type of Colleges of Education the management and the finance of the college are by the private trust or society.

4. Private Colleges of Education run by minority management: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. This type of Colleges of Education the management is looked after by the linguistically or religiously minority society or trust.

5. Private Colleges of Education run by non-minority management: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. This type of Colleges of Education the management is looked after by the linguistically or religiously non-minority society or trust.

II) Type of Locale

1. Rural Colleges of Education: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. This type of Colleges of Education is situated in the rural areas of Maharashtra state.

2. Urban Colleges of Education: The institutes of higher learning imparting teacher education to prepare the teachers for secondary and higher secondary schools. These types of Colleges of Education exist in the urban areas of Maharashtra state.

1.5 OBJECTIVES OF THE STUDY

1. To study the Organizational Behavior of the Colleges of Education at the individual process level.
2. To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education managed by different types of management.

3. To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.
4. To study the Organizational Behavior of the Colleges of Education at the team process level.
5. To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education managed by different types of management.
6. To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.
7. To study the Organizational Behavior of the Colleges of Education at the organizational process level.
8. To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education managed by different types of management.
9. To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.
10. On the basis of the study, to develop a bench mark for the effective Organizational Behavior for the Colleges of Education in Maharashtra state.

1.6 HYPOTHESIS OF THE STUDY

1. There is no significant difference in the Organizational Behavior at individual process level, in between the Colleges of Education managed by different types of management.
2. There is no significant difference in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.
3. There is no significant difference in the Organizational Behavior at team process level, in between the Colleges of Education managed by different types of management.

4. There is no significant difference in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.
5. There is no significant difference in the Organizational Behavior at organizational process level, in between the Colleges of Education managed by different types of management.
6. There is no significant difference in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.

1.7 SCOPE OF THE STUDY

The present research deals with the Organizational Behavior of the Colleges of Education in Maharashtra state. It is studied at three level of Organizational Behavior i.e. individual process level, team process level and organizational process level.

The differences are found out if any, in the Organizational Behavior, in between the Colleges of Education managed by different types of management i.e. government, private aided colleges, private unaided colleges, minority colleges and non-minority colleges. The differences are found out if any, in the Organizational Behavior, in between the Colleges of Education situated in urban and rural areas.

1.8 DELIMITATIONS OF THE STUDY

The present study is limited to the variables of individual process level, team process level and organization process level i.e. “learning in organization”, “work place ethics and values”, “foundations of employee motivation”, “stress management”, “foundation of team dynamics”, “decision making and employees involvement”, “communicating in organizational setting”, “organizational leadership”, “organizational culture, “employee relationship” and “organizational change and development”.

This research studies the Organizational Behavior through multiple level of analysis anchor in which three process levels are used i.e. individual process level, team process level and organization process level. The other anchor like

multidisciplinary anchor, Systematic research anchor, Contingency anchor, Open Systems anchor are not considered for studying Organizational Behavior.

The present research deals with the Organizational Behavior of Colleges of Education. The study does not include M.Ed., D.Ed. or M.A. education course. The data is collected from teacher educators and principals only. The study excludes non-teaching staff, students, management etc.

1.9 LIMITATIONS OF THE STUDY

The interview schedule is not standardized. Only dry run is done.

As the scope of study is wide and there are 11 main variables, the questionnaire is lengthy.

Organizational Behavior is widely studied through case studies, laboratory experiment, field experiments and meta-analysis. As these methods were not feasible for this study, descriptive method of comparative type was used.

1.10 SIGNIFICANCE OF THE STUDY

The present research is of multidisciplinary in nature. It takes the subject matter from the following conventional subject.

- Psychology: Motivation, job stress, leadership etc.
- Sociology: Team dynamics, communication patterns, etc.
- Anthropology: Organizational culture, etc.
- Political science: Organizational environment, Decision making etc.
- Information systems: Team dynamics, learning in organization etc.
 - Education: Educational organization and management. Educational research methodology, communication and leadership in educational institutions etc.

As such this research is very significant from the point of its multidisciplinary nature.

This research attains its significance because it is not only important to educational managers but also important to all those who work in and around

organization. All employees have an inherent need to know about the world in which they live. This is particularly true in organizations because of their profound effect on employee's life. The employees are more comfortable when they can understand why organizational events occur and accurately anticipate future events. This study will provide the insight about all organizational events, personnel, their behavior etc.

Individual behavior is the foundation of organizational effectiveness. Understanding individual behavior is crucial for enhancing organizational effectiveness. As explained by Robert P. Vecchio, an important reason for studying Organizational Behavior is the personal fulfillment gained from understanding others. Understanding fellow teachers can also lead to enhance self-knowledge and self-insight. They may gain an understanding of what motivates them. This study will contribute insights and skills that can enhance individual effectiveness. Principals require sharp insights into the minds of others for tasks such as selecting people for assignments, communicating, and motivating. Understanding Organizational Behavior improves organizational effectiveness because it uncovers factors that contribute to or hinder effective performance. Among these many factors are employees motivation, communication barriers etc. an advanced understanding of people is a major contributor to managerial success. This is especially true because so much of a principal's job involves accomplishing tasks through people. Today's principals understand that the success of any effort at improving quality and productivity should include their teachers. Organizational Behavior offers important insights into helping principals work through these changes. An organization's employees are the impetus for innovation and change. They are a major stumbling block. The challenge for principals is to stimulate their teachers' creativity and tolerance for change. These employees will not only be a major force in carrying out changes but increasingly will actively participate in planning those changes. This study will provide a wealth of ideas and techniques to aid in realizing these goals. Study of Organizational Behavior helps to influence the environment in which people live. This study will provide information that can be applied to organizational problems like interpersonal conflict, turnover, facing change etc.

The research will study the above mentioned concepts in the different types of Colleges of Education and find out the difference in these concepts. This will help to

understand the best practices in the Colleges of Education and the colleges can use them as bench marks for the good Organizational Behavior.

This research attains its significance because it is not only important to educational managers but also important to all those who work in and around the organization. The research will help to understand the individual behavior and learning in the Colleges of Education. It will help to understand the work place values, ethics and foundations of employees' motivation. The study will reveal various ways to manage stress in the Colleges of Education. The study will reveal the team dynamics. This will help the educational managers to build the teams in the Colleges of Education.

The study of this type is very essential because it will suggest ways and means to involve employees in decision making. Communication is an integral part of any organization. The research will study the different patterns of communication in different types of Colleges of Education. The research is intended to throw light on the organizational leadership. This will help the managers to adopt appropriate leadership styles. The study will reveal the different types of organizational culture. This will help the Colleges of Education to develop a suitable culture for their organization. The study will give the information on the powerful forces for organizational change and development. The colleges can prepare themselves for these changes and development.

Through this study, teacher educators, principals will become aware of the level of Organizational Behavior of their institute. It will provide them the understanding of their own weakness and strength which will further help them to attain organizational effectiveness.

The most important part of this study is its output in the form of benchmark which is systematic structured tool for comparisons for their own progress. These benchmarks will help the colleges and concerned people to compare institution performance continuously against these recognized as best with a view to cause improvements. The Colleges of Education can try for better Organizational Behavior in their organizations with the help of these benchmarks for Organizational Behavior.

The policy makers can make use of these benchmarks for making Organizational Behavior audit of different Colleges of Education.

Organizations also can conduct Organizational Behavior audit of organizational practices and analyze the results to improve the organizational effectiveness and further support the needs of employees.

One of the primary purposes of Organizational Behavior audits is to ensure that people's efforts are utilized effectively. Organizational Behavior audits serve to evaluate what currently works within an organization as well as identify areas that require attention. It uncovers potential problems in employee relations, acquisition and retention, compensation, benefits, performance evaluation and termination. Audits offer various solutions to these problems. Successful Organizational Behavior audits set the foundation for the success of future organizational functions.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. Review of related literature helps the researcher to do this. Literature review is an evaluative report of studies found in the literature related to selected area. The review describes, summarizes, evaluates and clarifies the literature. A review of related literature is the process of collecting, selecting, and reading books, journals, reports, abstracts, and other reference materials. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context.

Review of the related literature allowed the researcher to acquaint himself with current knowledge in the field of Organizational Behavior.

Review of the related literature enabled the researcher to define the limits of his field. It helped the researcher to delimit and define his/her problem. The knowledge of related literature brought the researcher up to date on the work which others have done and thus could state the objectives clearly and concisely. By reviewing the related literature the researcher could avoid unfruitful and useless problem areas. The researcher could select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher could avoid unintentional duplication of well-established findings. Review of related literature reveals the recommendations of previous researchers listed in their studies for further research.

Review of literature done in India

There are sufficient books on Organizational Behavior published in India. Very few of them have written keeping in mind the Indian scenario. There is hardly any book about Organizational Behavior in educational context. Chandan, J. (1998) included

the latest developments in the field of Organizational Behavior to give the students and practitioners a better grasp of the latest research in understanding human behavior for organizational and personal benefit. Madhukar S. (2011) wrote compact book on Organizational Theory (OT) gives an account of what an organization is and how it operates. Nair, S. (2010) focused on the behavioral aspect of all individuals who form the core component of any business organization. Nilakant, V. & Ramnarayan, S. (1998) focused on organizational change and provided practical insights about managing change effectively. Pareek, U. (2007) has written his book particularly in the Indian context and is useful in comprehensive understanding of essential OB concepts.

There are articles regarding variables of Organizational Behavior. R. Gnanadevan. (2010) wrote that teaching is often considered to be the noblest profession among all professions. Purushotham, H.R. (2010) focused in his article on designing a communication plan effective school leadership. Vijayalaxmi, G. (2012) mentioned that stress is inevitable in every individual's life what with present day life being too complex and complicated. Reddy, P.A. & Umadevi, D. (2011) wrote article about professionalization, need of professionalization.

Review of literature done in abroad

There are sufficient good books on Organizational Behavior written by foreign authors. Chance, Patti L. (2009) in his book "Introduction to Educational Leadership and Organizational Behavior: Theory into Practice", succinctly presented concepts and theories of educational leadership and Organizational Behavior and immediately applied them to problems of practice. Cunningham, J.B. (2001) presented a method for understanding group and organizational culture issues. Donald Snygg and Arthur W. Combs (1949) proposed a new frame of reference: Phenomenological Approach or the Personal Approach of Behavior. Gratton, M. (1993) discussed about leadership in the learning organization. Taylor, Peter R. (2007) in his practical book showed how to motivate and engage people through the effective design, application and review of performance management. Smith (1966) pointed out that an analysis of the communication patterns of an organization is indeed an analysis of the social dynamics of that organization.

Almost all the authors of books have written about Organizational Behavior in corporate context. Owens, R. G. (2001) in his book *Organizational Behavior in Education: Instructional Leadership and School Reform* concentrated on the connection between Organizational Behavior and the clamor for school reform, whether market-based, standards-based, and whole-school reform.

Bobbitt, H. Randolph, Jr.; Behling, Orlando C. (1981) reported that Organizational Behavior is defined and its micro and macro subdivisions described. Hanson, E. Mark (1996) enhanced insight into human behavior within organizations in order to promote greater skill in governing skills through his book “*Educational Administration and Organizational Behavior.*” Hellreigel, Don, Slocum, J.W. and Woodman R.W. (2001) presented a refreshing a motivating attempt at understanding the whole dynamics of this intriguing subject of study. Hersey, Paul; Blanchard, Kenneth H. (1993) focused on fundamental ideas in Organizational Behavior. Kezar, Adrianna, J. (2001) did a critical synthesis of research literature on the process of organizational change at the institutional level is needed because higher education is being asked to respond to an ever-changing environment. Sims, R.R. (2002) provided a comprehensive, in-depth exploration of organization. Smith (1966) pointed out that an analysis of the communication patterns of an organization is indeed an analysis of the social dynamics of that organization. Taylor, Peter R. (2007) in his practical book showed how to motivate and engage people through the effective design, application and review of performance management. Watkins, K. E.; Marsick, V. J.(1993) described in his book a learning organization and reported on experiments carried out at four levels--individual, team, organizational, and societal--illustrating the action imperatives for creating a learning organization. Chalofsky, N. E. (2001) wrote about increasing capacity to learn in the learning organization. Kline, Peter; Saunders, Bernard (1993) provided a 10-step process for building a learning organization. Addison, Rosemary; Brundrett, Mark (2008) stated that motivation is crucial to both individual and organizational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated to do so. Rich, Yisrael; Shiram, Zisa (2005) examined perceptions of the motivation concept. Thompson, Sydney (1979) discussed intrinsic teacher motivation by reviewing human resources literature and making use of educational literature and interviews with working educators. Katz (1964) offered a comprehensive paper on the motivational

basis of Organizational Behavior in which he developed a model based upon behavior requirements of an optimally functioning organization. Beeson, Geoffrey W. (1992) outlined the nature and scope of collaborative decision making between principals and teachers in Victoria, Australia. Plunkett, D. (1990) expressed his ideas about the importance of participation in decision making. Greenman, Jim (2008) described how organizational culture is the personality of the organization: the beliefs, values, and behavioral norms of an organization. Tierney, W. G. (1998) in his article discussed about organizational culture in higher education

Related research conducted in India

The studies conducted in India which were reviewed are discussed according to different variables of Organizational Behavior.

Learning in organization

Choopawa, R., Sirisuthi, C., Ampai, A. S. & Sripatkar, S. (2012) developed a learning organization model for private vocational schools by using Research and Development Process. Rao, A.V. (2011) carried out an empirical study to explore how the concept of learning organization is presently implemented by Indian organizations

Work value and ethics

Nakum, G.G. (1991) studied the existing value pattern of secondary teacher trainee of Saurashtra. Godiyal (2008) studied the relationship between the primary school teachers work values and their job satisfaction, job involvement and work involvement. Nautiyal, A.K. (1992) studied the efficiency of teachers' performance as related to their values, effectiveness, morale and students' perceived teacher characteristics.

Foundations of employee motivation

Mittal, J. (1992) has explored teacher's motivation to work and some factors associated with high and low work motivation of teachers. Sequeira, D.A. (1986) studied managerial styles and achievement motivation in relation to institutional efficiency. Singh, B. (1980) examined teacher's motivation to work.

Stress management

Mehta, S. and Kaur, S. (2009) aimed at how role stress operates on technical and non-technical teachers. Able and Sewell (1999) investigated differences in the sources of stress between rural and urban schools. Significantly greater stress was found for urban versus rural schools. Francis, M (2007) examined the relationship between personality and stress. Antoniou et.al (2006) found that female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, student's progress and emotional exhaustion. K. Chandraiah, S.C. Agrawal, P. Marimuthu and N.Manoharan (2003) revealed that the age found to be negatively correlated with occupational stress and positively with job satisfaction. HinaRehman (1997) studied occupational stress and a functional area of an organization. Rachandran, R. and Rajendran, R. (1991) investigated the various sources of stress experienced by higher secondary teachers. Misra K.N. (1991) studied the interrelationship between organizational conflict in school teacher's stress and burnout in relation to teacher's personality at primary level. Misra, M.A. (1986) studied meaning in life, stress and burnout in teachers of secondary schools in Calcutta. Agarwal, V. (1983) studied stress proneness, adjustment and job satisfaction as predictors of administrative effectiveness of principals.

Decision making and employee involvement

Rajani, P. (2007) in a study found a significant correlation between self-concept and job involvement of teachers. Sundarajan, S. & Sabesan, S. (1993) studied decision making pattern of heads of schools in Tamil Nadu. Rama Mohan Babu (1992) analyzed job satisfaction, attitudes towards teaching, job involvement, and efficiency of teaching and perception of organizational climate of teachers of residential and non-residential school. Krishnaraj, R. (1987) compared organization structure, leadership behavior and decision making in autonomous and affiliated colleges. Ahmad, Q., (1986) found out the determinants of job involvement among teachers. Mistry, T.C. (1985) attempted to fill some of the gaps in the existing field of knowledge regarding Organizational Behavior satisfaction, job involvement and achievement. Rao, S.N. (1981) did a psychological study of work adjustment and

teaching success of primary school teachers. Ramakrishnaiah, D. (1980) studied job satisfaction, attitude towards teaching and job involvement of college teachers.

Communicating in organizational setting

Rajhans, K. (2012) explored the interrelationship between communication and motivation and its overall impact on employee performance. Khatal, M. (2009) studied relationship between personality traits and effective communication of teachers from the professional courses. Gupta, D. & Gupta, M. mentioned how to develop productive employee -motivating through meaning making communication.

Leadership

The studies in this area largely deal with leadership style and its impact on institutional climate and such other variables. Verma, Y. & Rana, S (1992) made an attempt to study organizational effectiveness in a university and the influence of personal characteristics of the managers in its functioning. Taj, H. (1992) studied the social-psychological and situational correlates of the administrative behavior of secondary school heads. Deota, N.P. (1990) studied the characteristics of effective leadership behavior of secondary schools principals with reference to decision making, conflict resolution and communication abilities of school principals. Ravindra, M. (1989) investigated into secondary school teacher's disposition towards profession and change-proneness in relation to their perception of leader behavior. Veeraraghwan, V.A. (1986) has done a comparative study of Organizational climate, leadership adaptability and teacher effectiveness in high, average and low performance schools. Patel, R.M. (1983) used LBDQ developed by Halpin to study the leadership behavior of Principals of higher secondary schools of Gujarat state. Naik, D.G.(1982) inquired into the relationship between leadership behavior of secondary school headmasters and teacher morale. Sharma, Sudha (1982) attempted to assess the impact of the leadership behavior of headmasters on the school climate. Shukla, P.C. (1981) evaluated leadership in educational administration at district level. Rajeevalochana (1981) examined the administrator behavior in secondary schools of Tamil Nadu. Data were collected using Administrator Behavior Description Scale. Kaushik, S.P. (1979) studied administrative leadership in relation to group acceptance and some other educational aspects in the colleges of Meerut

University. Mahant, G.V. (1979) studied administrative behavior of high school principals in Central Gujarat. Fernandez M.S. (1990) found that sharing shielding of administrative-task responsibilities on the part of heads of school was a learnt one. It was related positively to the assumption of an intrinsic motivation for work among subordinates. Tabbodi, Meimanat L. (2009) studied effects of leadership behavior on the faculty commitment of humanities departments in the University of Mysore, India.

Organizational culture

Sharma, S.K. & Sharma, A. (2010) stated that culture is the medium by which organization expresses itself to its employees or members. Parthiban, P. & Veermani, G. (2004) tried to give employer an insight into how employees values, attitudes, beliefs are imprinted through the Socialization Process and how their resulting values and behaviors impact the workplace. Mehata, S. & Krishnan, V. R. (2004) studied impact of organizational culture and influence tactics on transformational leadership.

Employee relationship

Sundaray, B.K., Sahoo, C. K. & Tripathy, S. K. (2011) did an overview of employees' socialization and organizational culture. Nisa, R. N. (2003) investigated the relationship among leadership of college principals, selected organizational and personal characteristics, and faculty job satisfaction, acceptance of leader and job expectancies.

Organizational change and development

Manikandan, P. (2005) determined the influential change leadership pattern among the faculty members of selected State Agricultural Universities. UdayKoundinya (1999) disclosed that change-proneness, though quite recent in origin, with astonishing rapidity has become almost a catchword. Udayagiri (1999) showed in his study change-proneness among the primary school teachers as determining factor to meet the needs of hard-to-reach pupils. Vinaitheerthan, V. (1981) investigated into a study of innovation dissonance and its correlates in the secondary schools. Mukhopadhyaya and Saxena (1980) studied the factors contributing to teacher's

change-proneness. Bakhshi, S.J. (1980) studied about the factors hindering school improvement programmes.

Related research from abroad

The studies conducted in India which are reviewed are discussed according to different variables of Organizational Behavior.

Organizational Behavior

Milstein, Mike M.; Inbar, Dan E. (1988) introduced the ABC Matrix to penetrate the growing complexity of theoretical perspectives and research methodologies surrounding Organizational Behavior. Shakeshaft, Charol; Nowell, Irene (1984) analyzed gender bias in theories and studies in Organizational Behavior and discusses implications of the findings. Barry M. Staw, Lance E. Sandelands and Jane E. Dutton (1981) explored the case for a general threat-rigidity effect in individual, group, and Organizational Behavior.

Learning in organization

Song, (2009) studied the dimensions of learning questionnaire in Korean context. Lien, (2007) has done an exploratory case study Organizational Learning as an organization development intervention in six high-technology firms in Taiwan. Alavi, S. B.; McCormick, J. (2004) done a cross-cultural analysis of the effectiveness of the learning organization model in school contexts. Kline, Peter; Saunders, Bernard (1993) provided a 10-step process for building a learning organization.

Work value and ethics

Shapira-Lishchinsky, Orly; Rosenblatt, Zehava (2009) focused on developing a conceptual framework that explores the relationships between teachers' intent to leave and a spectrum of ethics perceptions. Ozbek, Oguz (2007) did a survey type research that aims at determining the levels of compliance with professional ethics by physical education staff who works at high schools. Escobar-Ortloff, Luz Marina, Ortloff, Warren G. (2000) investigated differences in hierarchical values (social and moral) that existed between pre-service teacher education students and professors of

education in the United States and Columbia. Mead, J.V. (1988) did a pilot study of teacher ethics in daily decision making. Ames, Russell, Lied & Terry (1975) developed and assessed the psychometric properties of a measure of teacher value systems.

Foundations of employee motivation

Convey, John J. (2010) examined the relationship between Catholic school teachers' motivation and job satisfaction. Kocabas, Ibrahim (2009) determined the effects of motivational sources on teachers' motivation levels. Muller, Karin; Alliata, Roberta; Benninghoff, Fabienne (2009) examined the motivation that prompts people to enter or leave the teaching profession with the aim of identifying a decision framework for defining teacher policies. Klassen, Robert M.; Chong, Wan Har; Huan, Vivien S.; Wong, Isabella; Kates, Allison; Hannok, Wanwisa (2008) used mixed method approach to explore secondary teachers' motivation beliefs in Canada and Singapore. Davis, Joan; Wilson, Sandra M. (2000) found a significant relationship between empowering behaviors of principals and teacher motivation. Jesus, Saul Neves de (1993) examined pre-service teachers' and practicing teachers' motivation by the expectancy-valence models.

Stress management

Ruth Reese (2001) reported that teachers have high levels of work-related stress. Davis and Wilson (2000) examined the results of efforts to empower teachers to reduce stress and improve job satisfaction and motivation. Able and Sewell (1999) investigated differences in the sources of stress between rural and urban schools. Paul D. Bliese; Steve M. Jex (1999) incorporated multiple level of analysis into occupational stress research. Czubaj (1996) cited several studies that explored how the effectiveness of one's stress coping may be related to motivational differences in the face of objective stressors. Punch and Tutteman (1996) investigated the relationship between support found in the work environment and amelioration of teacher stress in western Australian secondary schools. McCormik and Solman (1992) examined the nature of occupational stress for teachers, with an emphasis on blame as the behavioral externalization of low job satisfaction amongst teaching professionals.

Decision making and employees involvement

Chi Keung, Cheng (2008) examined theoretically the causal relationship between teacher participation in decision making and their affective outcome for developing a participatory decision model. Geijsel, F.P.; Slegers, P.J.S.; Stole, R.D.; Kruger, M.L. (2007) examined the relative importance of teacher's psychological states, school organizational conditions (teacher collaboration and participative decision making), and the leadership practices of principals at their school in explaining variation in teacher's professional learning. Bechger, Timo M.; Boerman, Pieter L. J.(1997) wrote about decentralized decision making and organizational effectiveness in colleges for vocational education. A structural equation model for school organization was developed. Smith, William E. (1993) examined the perceptions of teachers in one school as they implemented SDM.

Communicating in organizational setting

SidikaGizir and HasanSimsek (2005) examined communication in an academic context. Barker, r. t.; Camarata, m. (1998) studied the role of communication in creating and maintaining a learning organization. Greenham (1964) implied that the nature of the issue itself appears to be the major factor in determining the pattern and mode of communication.

Leadership

Phil Smith, Les Bell (2011) studied the approaches to leadership adopted by head teachers in one local authority in an area of extreme social deprivation in northern England. Marc Dussault, Daniel Payette, Mathieu Leroux (2011) tested the relationship of principals' transformational, transactional, and laissez-faire leadership with teachers' collective efficacy. Louis George, George, Tara Sabhapathy (2010) studied work motivation of teachers and its relationship with transformational and transactional leadership behavior of college principals. Moolenaar, Nienke M.; Daly, Alan J.; Slegers, Peter J. C.(2010) investigated the relationship between principals' positions in their schools' social networks in combination with transformational leadership and schools' innovative climate. Sagnak, Mesut (2010) investigated the relationship between transformational school leadership and ethical climate. Gilley,

Ann; Gilley, Jerry W.; McMillan, H. S. (2009) indicated that numerous variables have an impact on a leader's effectiveness. Lazzaro, Kristen Elaine (2009) investigated if a correlation exists between principal transformational leadership practices and teacher retention. Reynolds, Catherine L. (2009) explored the relationship between transformational leadership and teacher motivation in Southwestern Arizona high schools. Webb, Kerry S. (2009) investigated the leadership behaviors of presidents of Christian colleges and universities in North America. Ejimofor, Francis O (2007) investigated the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. Nguni, Samuel; Slegers, Peter; Denessen, Eddie (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in the context of schools in a specific developing country context, that of Tanzania.

Organizational culture

Ipek, Cemalettin (2010) described organizational culture and commitment and to predict organizational commitment from organizational culture in Turkish primary schools. Lim, Taejo (2010) identified dynamic relationships among organizational commitment, job satisfaction, and learning organization culture in a Korean private company. Maranto, Robert; Milliman, Scott; Hess, Frederick (2010) assessed whether the organizational culture of traditional public schools shapes their response to competition from charter schools in Arizona, which has a high level of charter school competition. Yaman, Erkan (2010) investigated non-ethical behaviors and mobbing to which academic staffs in universities are subjected. Lucas, Colleen; Kline, Theresa (2008) investigated the relationship between organizational culture, group dynamics, and organizational learning in the context of organizational change. Chang, Su-Chao; Lee, Ming-Shing (2007) investigated the relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. Fralinger, Barbara; Olson, Valerie (2007) revealed that organizational culture is a primary component of functional decision making in universities. Bates, Reid; Khasawneh, Samer (2005) examined the relationship between organizational learning culture, learning transfer climate, and organizational innovation. Egan, Toby Marshall; Yang, Baiyin; Bartlett, Kenneth R. (2004) examined the relationship of

organizational learning culture, job satisfaction, and organizational outcome variables with a sample of information technology (IT) employees in the United States. Tam, Frank Wai-ming; Cheng, Yin-cheong (2003) studied characteristics of organizational culture in Hong Kong. John C. Smart and Edward P. St. John (1991) focused on the differential effectiveness of organizations depending on their dominant culture type and their culture strength.

Employee relationship

Waxwood, Vincenne Alicia (1976) investigated the communication of acceptance and rejection in intercultural and intercultural triads in an interpersonal setting.

Organizational change and development

Zimbalist, Ronald (2001) examined how educational leaders in California used the change process to accomplish positive new outcomes in their schools, and tests the hypothesis that skilled leadership is required for successful change. Kimbrough (1966) postulated that leadership for change in education takes place within the dynamics of interacting social systems in which the school is not insulated from the political environment, as some educators would like to think.

Conclusion:

Stress of teachers and leadership of heads were studied by many researchers in India. Most of the researches in India were comparative and correlational studies. Some researches were done in organizational culture and organizational change and development. Very few researches were done in India on learning in organization, work value and ethics, employee motivation, decision making and involvement of teachers, communication and teachers' relationship. Almost all the studies were delimited to school setup. Teachers, headmasters were samples for these studies.

Taking into consideration the researches done in abroad, many researches were done on stress aspect of teachers, leadership of headmasters, and organizational culture of schools. Very few studies were done in abroad on Organizational Behavior as a comprehensive study, learning in organization, work values and ethics and decision making and teachers' involvement. Rarely any studies were conducted related to

communication and employee relationship in schools. Some of the researches were done on motivation of teachers and change and development aspect of school.

Rarely any study was undertaken which was related to Colleges of Education and considered teacher educators as sample both in India and abroad.

Organizational Behavior was remained untouched area especially in educational institutions. Whereas its' different variables were studied separately in educational setting. Among all different variables leadership, stress was studied to the maximum extent. Other variables like learning in organization, values and ethics, motivation, decision making, communicating, change and development, employee relationship were studied to some extent in abroad but to the least extent in India. Rarely any comprehensive study was undertaken related to Organizational Behavior in India as well as abroad.

Taking into account the above mentioned facts, a study of Organizational Behavior of Colleges of Education was remained as almost unstudied topic.

CHAPTER 3

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it one studies the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain tests, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate, and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. It means that it is necessary for the researcher to design his methodology for his problem. When we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others. Why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique of analyzing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study.

Research methodology has many dimensions and research design; research methods do constitute a part of the research methodology. A research endeavor is an activity that leads to the preparation of new knowledge so as to bring about progress and efficiency in the society. There are two major approaches of research in education:

1. The quantitative approach
2. The qualitative approach

Quantitative research is research that uses numerical analysis. This approach reduces the data into numbers. It is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true.

Qualitative research is conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest. According to (Denzin and Lincoln, 2003) “Qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them.”

The qualitative approach deals with soft data. On the other hand the quantitative approach requires quantification of data, testing of hypotheses and making generalizations and makes the research process replicable.

For the present study, quantitative and qualitative approaches were used. The quantitative approach was used while dealing with the data obtained through Organizational Behavior Scale filled by teacher educators. The qualitative approach was used while dealing with the data obtained from principals through Organizational Behavior Interview Schedule.

3.2 METHOD OF THE RESEARCH

In the present study the researcher used descriptive research which attempts to describe, explain and interpret the Organizational Behavior of Colleges of Education of Maharashtra state.

3.2.1 Descriptive research

According to LokeshKaul, “Descriptive study describes and interprets what is.”¹ It is concerned with the conditions, practices, processes, trends, effects and belief

that are all presently exist.” In this present study this method allowed the researcher to describe the Organizational Behavior of Colleges of Education.

For the present study the researcher used descriptive method of comparative type.

3.2.2 Comparative research

According to Good, C.V. (1945)² “A comparative study is a term used loosely to indicate any study in which two or more cases or groups of cases are compared.” Comparative research is a system of study that involves the collection, classification, description of data in more than one unit so as to ascertain similarities and differences. As the researcher wanted to compare two or more groups on a variable i.e. Organizational Behavior, comparative methodology was used. Comparative research was used to compare the Organizational Behavior of Colleges of Education managed by different types of management i.e. government, private aided, private unaided, minority and non-minority. The researcher also compared the Organizational Behavior on the basis of area in which the institution is located i.e. rural and urban. The purpose of using comparative research was to provide accurate description of how colleges of different management and from different locality differ on Organizational Behavior.

3.2.3 Content analysis

The methodology used to analyze the responses of principals was content analysis. Qualitative analysis was undertaken by analyzing the content. The content was spread in three levels. They were individual process level, team process level and organizational process level. At each level of the content, the different variables were qualitatively analyzed considering the quality attributes of different variables. The content analysis was done with the help of tally frequency of the occurrences of the same responses.

3.3 POPULATION OF THE STUDY

In any investigation, the interest usually lies in the study variations in the characteristics of individuals belonging to particular group. This group of individuals under study is, in statistical terms, said to be the population. According to Creswell, J.W. (2003)³, “A population is a group of individual that comprise the same characteristics and to which the researcher would like the results of the study generalizable.”

For the present study, teacher educators and principals of Colleges of Education of Maharashtra were the population of the study.

There were 540 NCTE approved Colleges of Education in Maharashtra⁴. But some of the colleges which had already got the approval had not started working. Colleges of Education which were registered themselves on MKCL for admission process were listed on MKCL website⁵. The researcher also referred colleges’ list and option form brochure (2009-10)⁶ issued for the purpose of Maharashtra state B.Ed. Centralized admission process. Some of the colleges follow their own admission process including CET. Taking into consideration all these factors, the researcher had taken into account the information provided by Directorate of higher education through their brochure and website. There were total 377 Colleges of Education in Maharashtra state. Total 2639 teacher educators and 377 principals were working in those Colleges of Education which was the population of this study. Out of these, 12 colleges were government Colleges of Education, 45 colleges were private aided colleges and 320 colleges were private unaided colleges in Maharashtra. Whereas minority wise 37 colleges were minority colleges and 340 colleges were non-minority colleges in Maharashtra.

The detailed classification of colleges of Maharashtra is given in table 3.1

TABLE 3.1

**COLLEGES OF EDUCATION, TEACHER EDUCATORS AND
PRINCIPALS OF COLLEGES OF EDUCATION OF MAHARASHTRA**

Sr. no	Name of the University	No. of Colleges of Education	No. of Teacher educators	No. of Principals
1	SantGadge Baba Amravati University, Amravati	30	210	30
2	Dr. BabasahebAmbedkarMarathwada University, Aurangabad	17	119	17
3	RashtrasantTukdojiMaharaj Nagpur University, Nagpur	120	840	120
4	North Maharashtra University, Jalgaon	19	133	19
5	Shivaji University, Kolhapur	26	182	26
6	Solapur University, Solapur	10	70	10
7	Swami RamanandTeerthMarathwada University, Nanded	15	105	15
8	University of Mumbai, Mumbai	32	224	32
9	University of Pune, Pune	63	441	63
10	SNDT University	45	315	45
	Total	377	2639	377

Source: i) <http://oasis.mkcl.org/bed>

ii) College list & option form brochure. 2009-10. Directorate of Higher Education, Maharashtra state, Pune.

TABLE 3.2

**MANAGEMENT WISE AND LOCALE WISE COLLEGES OF EDUCATION,
TEACHER EDUCATORS AND PRINCIPALS OF COLLEGES OF
EDUCATION OF MAHARASHTRA**

Type of College of Education	Sub-stratum	No of Colleges of Education	No. of Teacher educators	No. of Principals
Management wise Colleges of Education	Government colleges	12	84	12
	Private aided colleges	45	315	45
	Private unaided colleges	320	2240	320
	Minority colleges	37	259	37
	Non-minority colleges	340	2380	340
Area wise Colleges of Education	Urban colleges	250	1750	250
	Rural colleges	127	889	127
Total		377	2639	377

FIGURE 3.1

MANAGEMENT WISE COLLEGES OF EDUCATION OF MAHARASTRA STATE

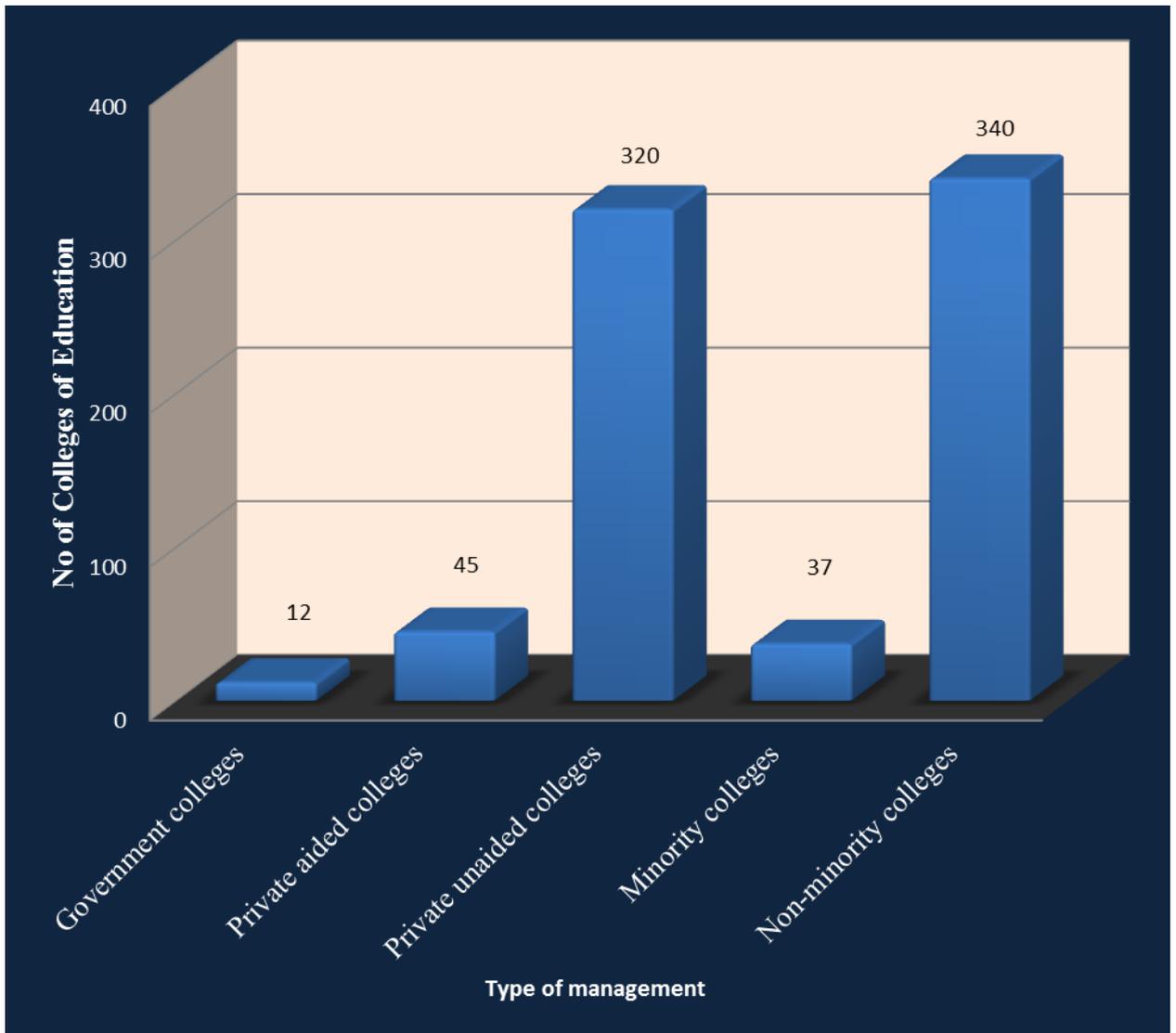


FIGURE 3.2

**MANAGEMENT WISE TEACHER EDUCATORS OF
MAHARASHTRA STATE**

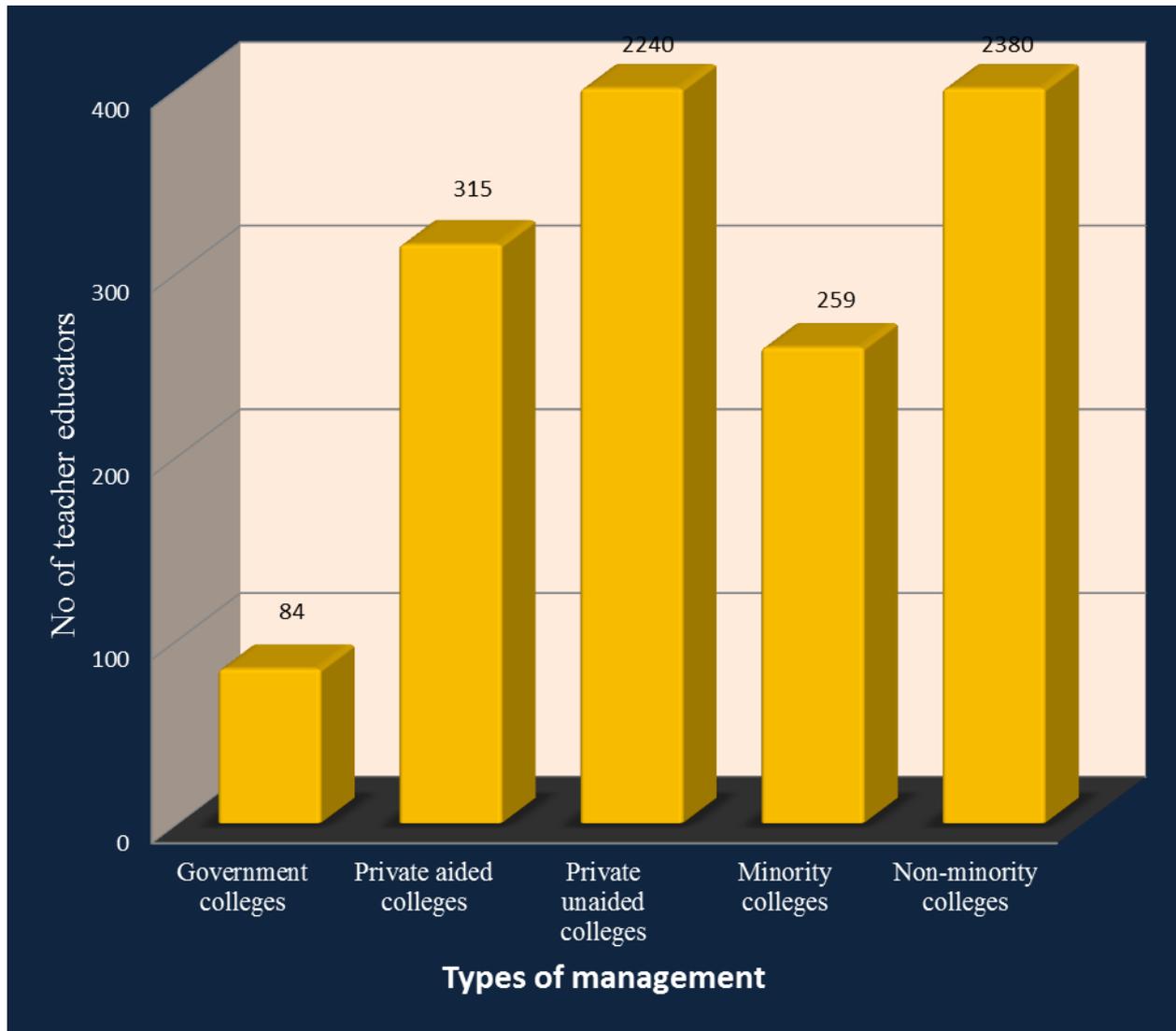


FIGURE 3.3

LOCALE WISE COLLEGES OF EDUCATION OF MAHARASHTRA STATE

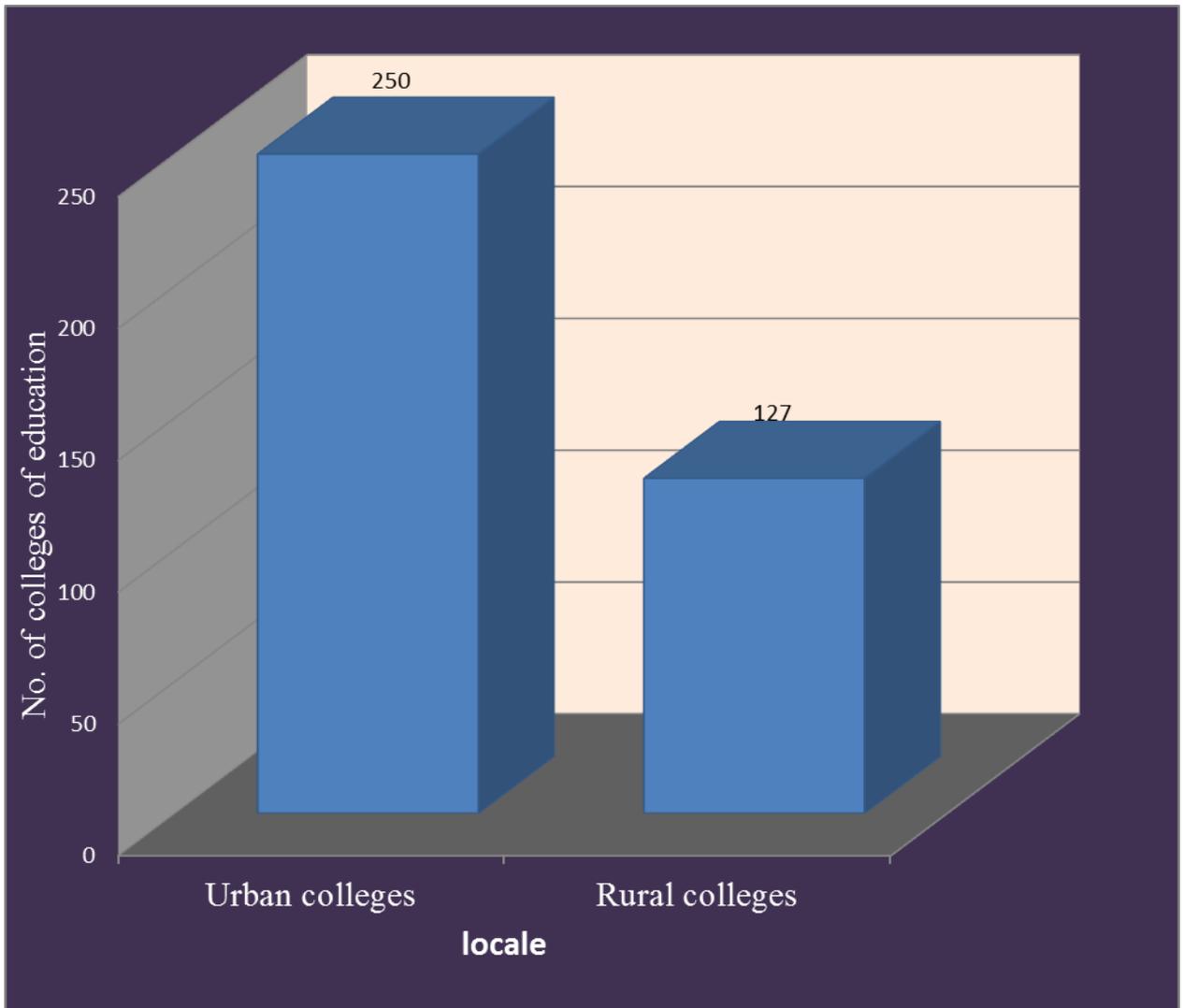
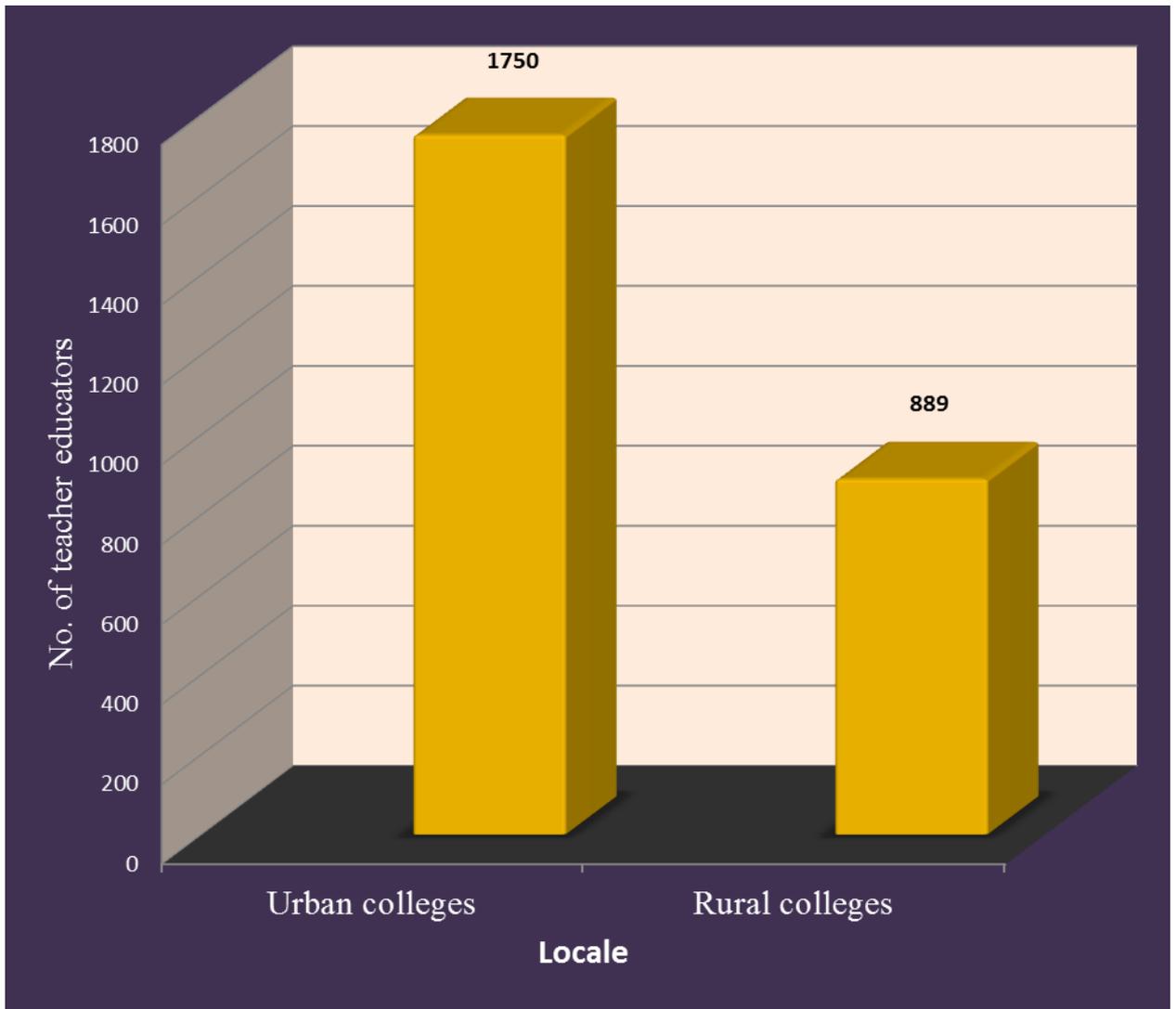


FIGURE 3.4

LOCALE WISE TEACHER EDUCATORS OF MAHARASHTRA

STATE



3.4 SAMPLING

In most cases, it is not possible to study the entire population, be it finite or infinite. Under these circumstances, a finite subset of individuals in a population has to be studied. This finite subset is called sample.

The technique which is used to select the sample from a larger population is called sampling.

The nature of the population and the type of information required for the study determine the type of sampling. The different types of sampling are as follows:

1. Probability sampling 2. Nonprobability sampling

Probability sampling: In probability sampling the units of the population are selected by means of certain procedures, which ensure that every unit of a population has a chance of being selected.

The different types of probability sampling are:

- i. Simple random sampling
- ii. Stratified random sampling
- iii. Multistage sampling
- iv. Systematic sampling
- v. Cluster sampling

Nonprobability sampling: In nonprobability sampling the units are selected at the discretion of the researcher. The different types of nonprobability sampling are

- i. Purposive sampling
- ii. Quota sampling
- iii. Incidental sampling
- iv. Snowball sampling

The present study required data to be collected from different types of Colleges of Education in Maharashtra. For this purpose, a stratified random sampling was used.

3.4.1 Stratified random sampling

Stratified sampling technique is generally used when the population is heterogeneous or dissimilar or when certain homogeneous or similar subpopulations can be classified into strata i.e. when the population comprises of several distinct categories, the sampling frame can be classified into separate “strata”. Each stratus is then sampled as an independent subpopulation, out of which individual elements can be randomly selected⁷. There are several potential benefits of stratified sampling. This technique enables the researcher to draw inferences about specific subgroups i.e. Colleges of Education of different types of management or colleges in urban or rural areas that may be lost in a more generalized random sample as the population is divided into distinct, independent strata. It also leads to more efficient statistical estimates if strata are selected based upon relevance to the criterion in question. When the data are more readily available for individual pre-existing strata within a population than for the overall population, stratified random sampling technique is more useful. A random sample is one that is drawn in such a way that every member of the population has an equal chance of being included.

In the present study, stratified sampling was used to select Colleges of Education on basis of the type of management of the institution and area where they are located.

In the present investigation, at the first stage of sampling, the stratifying factor was regions of Maharashtra state i.e. Pune region, Konkan region, Nashik region, Aurangabad region, Amravati region and Nagpur region. At the second stage of sampling, the stratifying factor was universities in Maharashtra to which Colleges of Education are affiliated. 10 universities in Maharashtra which are affiliated to Colleges of Education are selected. At the third stage, the stratifying factor was locale in which Colleges of Education belongs to including rural and urban areas, and the type of management including government colleges, private aided college, private unaided colleges, minority colleges, non-minority colleges. At each stage, the

Colleges of Education were selected randomly. At the fourth stage, teacher educators and principals were selected randomly from the Colleges of Education.

When the more or less exact composition of the total group with respect to some significant characteristics is known before we select our sample, one can increase the chances of selecting a representative sample by selecting sub-samples proportionate in size to the significant characteristics of the total population. Thus one can select a sample that is mathematically representative with regards to some significant characteristics. In the present study, the researcher selected samples i.e. teacher educators in government, private aided, private unaided, minority and non-minority colleges, and colleges in rural and urban areas, proportionate in size to the significant characteristics of the total population. The researcher had taken sample 25 percent to 35 percent of the total population.

3.5 SAMPLE- ITS SIZE AND NATURE

The size of the sample refers to the number of individuals in a sample. The data were collected from teacher educators and principals of Colleges of Education.

Total 1000 tools were distributed to teacher educators and 75 tools were distributed to principals of Colleges of Education. The researcher received 798 tools from teacher educators and 50 from principals. Out of these, tools returned by 87 teacher educators and one principal were discarded as they were only partially filled up and hence were unsuitable for the study. The number of sample of teacher educator who finally included for the purpose of study was 134 colleges, 711 teacher educators and 49 principals.

The following table 3.3 shows the number of teacher educators and principals included in the study.

TABLE 3.3

SAMPLE SIZE OF TEACHER EDUCATORS AND PRINCIPALS

Particulars	Sample size of Teacher educators	Sample size of principals
No. of individuals include in the study	798	50
No. of forms discarded	87	1
Final sample size	711	49

TABLE 3.4

UNIVERSITY WISE SAMPLE SIZE OF COLLEGES OF EDUCATION, TEACHER EDUCATORS AND PRINCIPALS

Sr. no	Name of the university	No of colleges	Teacher educators	Principals
1	SantGadge Baba Amravati University,Amravati	7	36	4
2	Dr. BabasahebAmbedkarMarathwada University, Aurangabad	8	41	4
3	RashtrasantTukdojiMaharaj Nagpur University, Nagpur	32	141	10
4	North Maharashtra University, Jalgaon	12	91	3
5	Shivaji University, Kolhapur	10	57	4
6	Solapur University, Solapur	5	30	3
7	Swami RamanandTeerthMarathwada University, Nanded	6	22	3
8	University of Mumbai, Mumbai	25	139	5
9	University of Pune, Pune	20	112	8
10	SNDT University	9	42	5
	Total	134	711	49

Table 3.5 shows the distribution of the sample of teacher educators and principals on the basis of type of college.

TABLE 3.5

MANAGEMENT WISE AND LOCALE WISE SAMPLE SIZE OF COLLEGES OF EDUCATION, TEACHER EDUCATORS AND PRINCIPALS

Type of College of Education	Sub-stratum	No of colleges	No. of teacher educators	No. of principals
Management wise Colleges of Education	Government colleges	9	46	3
	Private aided colleges	27	127	6
	Private unaided colleges	98	538	40
	Minority colleges	23	161	10
	Non-minority colleges	111	550	39
Locale wise Colleges of Education	Urban colleges	79	447	30
	Rural colleges	55	264	19
Total		134	711	49

FIGURE 3.5

**MANAGEMENT WISE SAMPLE SIZE OF COLLEGES OF
EDUCATION**

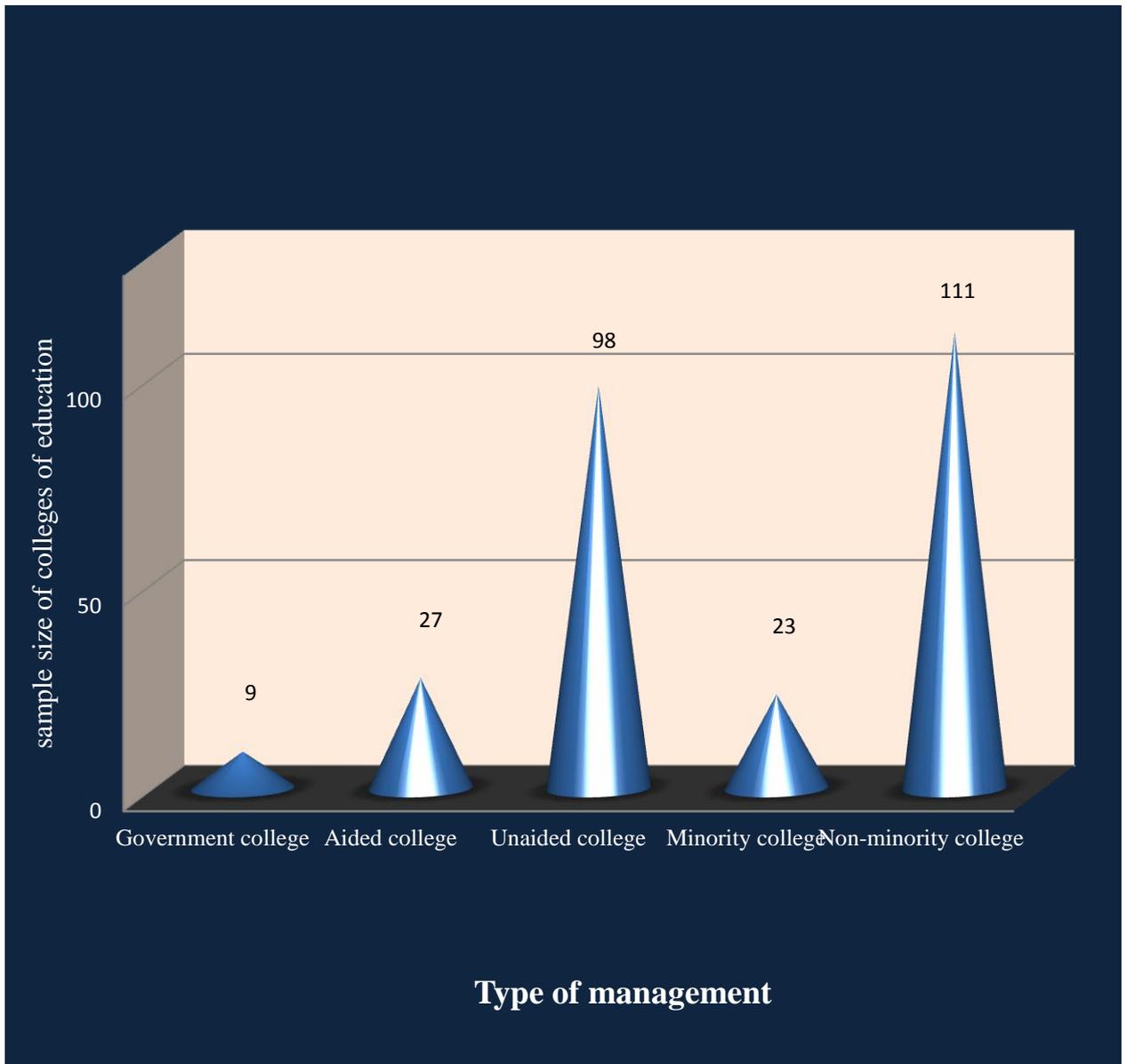


FIGURE 3.6

MANAGEMENT WISE SAMPLE SIZE OF TEACHER EDUCATORS

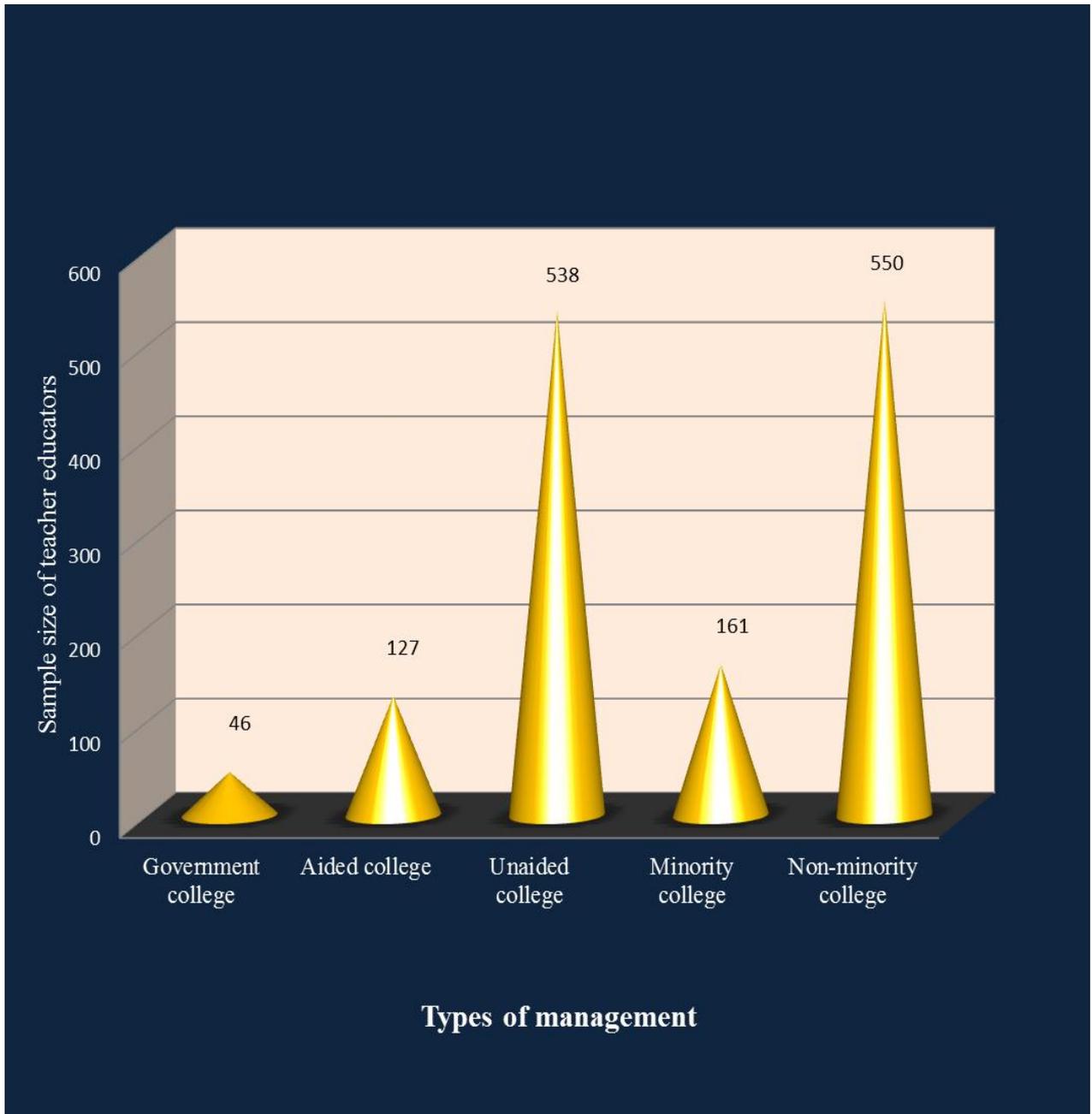


FIGURE 3.7

LOCALE WISE SAMPLE SIZE OF COLLEGES OF EDUCATION

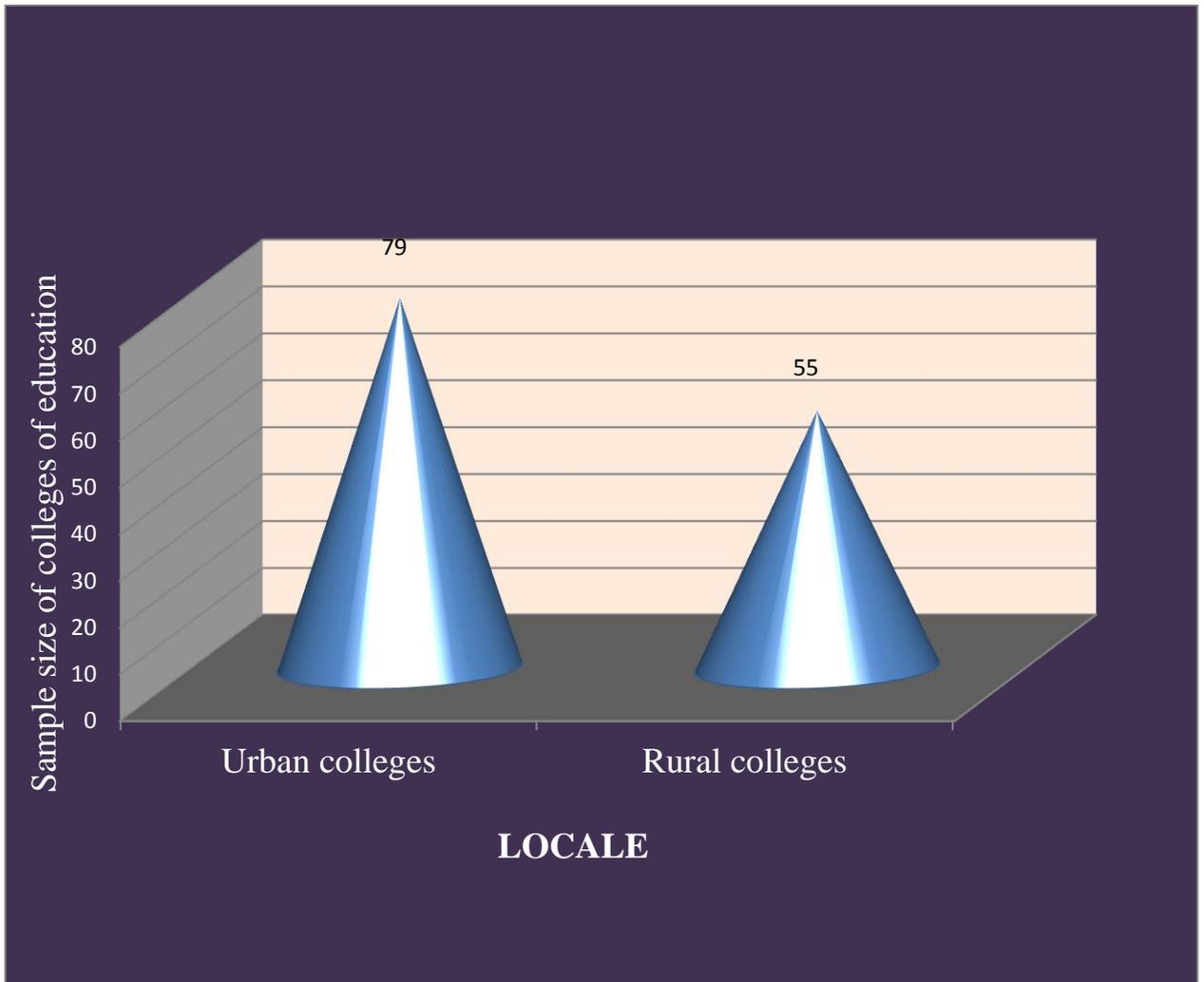
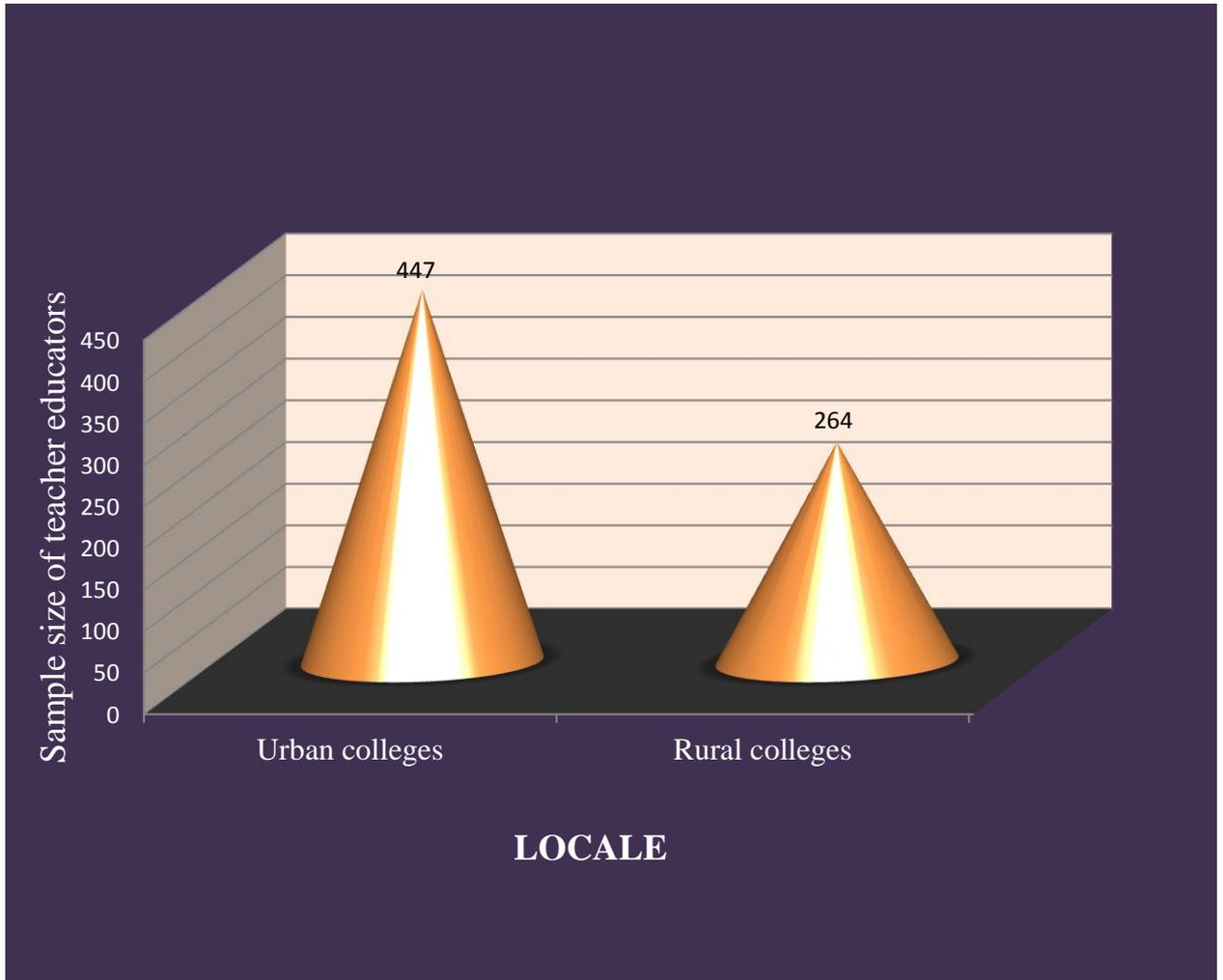


FIGURE 3.8

LOCALE WISE SAMPLE SIZE OF TEACHER EDUCATORS



3.6 MAJOR VARIABLES OF THE STUDY

3.6.1 Independent variable

Type of Colleges of Education: Type of Colleges of Education based on management, minority status and geographical area were independent variables.

3.6.2 Dependent variable

A major variable under study was Organizational Behavior which was studied by using multiple level of analysis anchor. It was studied at three different levels i.e. individual process level, team process level and organizational process level. Main three groups were i) Organizational Behavior at individual process level, ii) Organizational Behavior at team process level, iii) Organizational Behavior at organizational process level.

The variables under each group were as follows:

1) Organizational Behavior at individual process level:

- a) Learning in organization
- b) Work place ethics and values
- c) Foundations of employee motivation
- d) Stress management

2) Organizational Behavior at team process level:

- a) Foundation of team dynamics
- b) Decision making and employees involvement
- c) Communicating in organizational setting
- d) Organizational leadership

3) Organizational Behavior at organizational process level:

- a) Organizational culture
- b) Employee relationship
- c) Organizational change and development

3.7 TOOLS OF THE STUDY

For conducting research, data was collected. The data was collected by using tool of the research.

The following tools are used for the purpose of the study:

- **Personal data sheet for teacher educators and principals**
- **Organizational Behavior Scale**
- **Organizational Behavior Interview Schedule**

Preparation of the tool

1. Personal data sheet

This tool was prepared to collect the information regarding teacher educators' and principals' name, sex, qualification, designation, college, type of management, area in which college is situated. This tool is given in Appendix A.

2. Organizational Behavior Scale

This is rating scale which was prepared to measure Organizational Behavior of Colleges of Education. This was prepared to collect data from teacher educators of Colleges of Education. This tool is given in Appendix A.

In this study, the Organizational Behavior was studied at three different levels i.e. individual process level, team process level and organizational process level. Organizational Behavior systematically study individual, team and structural characteristics that influence behavior within organization. A full understanding of Organizational Behavior is impossible without a thorough examination of the factor that affects the behavior at each level.

The individual level includes the characteristics and behavior of employees as well as thought process that are attributed to them. The team process level of analysis looks at the ways people interact. At the organizational process level,

we focus on how people structure their working relationships and on how organization interacts with their environment.

For the purpose of this research, the different variables under each level were studied. The important variables under each level were selected as follows for this study.

Individual process level includes learning in organization, work place values and ethics, employee motivation and stress management,

Team process level includes team dynamics, decision making and employee involvement, communicating in organizational setting and organizational leadership.

Organizational process level includes organizational culture, employee relationship and organizational change and development.

A) Review of related literature for preparing Organizational Behavior Scale

One of the most important aspects of research is tool. The researcher needed a very comprehensive tool to measure the level of Organizational Behavior of Colleges of Education. From the related review of literature of tools, it was clear that there was rarely any readymade made tool available for Colleges of Education in particular.

For preparing standardized tool, tool has to be considered from two aspects. One is conceptual aspect of the tool and the structure of the tool. Conceptual aspect means the researcher needs to study the variables in detail. It helped the researcher to find the subcomponents and to define the variables operationally. For this the researcher studied the topic thoroughly and studied its variables in-depth. The other aspect of tool preparation is structure of the tool. For this researcher studied some books in which non-standardized and unstructured tools were provided.

3.7.1 Pre-preparation of Organizational Behavior Scale:

The researcher decided to prepare an Organizational Behavior Scale for the purpose of this study. The tool was prepared to assess the Organizational Behavior in

three main groups i.e. Organizational Behavior at individual process level, Organizational Behavior at team process level and Organizational Behavior at organizational process level. Each of these levels further included variables as mentioned above. Literature review revealed that each variable was measured by various authors in terms of various attributes. There is possibility that there may be some more attributes which have not fallen into the purview of this survey. There was no unique set of attributes for variables available universally.

3.7.1 a) Selection of attributes

From the detailed study of the tools, attributes were written on cards. With the theoretical understanding of the subject and the topic of the research, the cards were grouped in such a way that the attributes which were similar both name wise and meaning wise fall into one group. Thus attributes for each variable were identified as suitable for this research. A panel of five experienced people from the areas of education and management were chosen. The list of all the attributes was given to them individually and the members were asked to go through the same to check for repetition and overlapping. Separate discussions were held with each of them duly explaining intended meaning and the context of each dimension selected. In the light of the intended utility of the instrument for research in the Indian context, attributes for each variable at each level of Organizational Behavior were fixed.

The following are attributes of each variable:

A. Organizational Behavior at individual process level

1. Learning in organization:

- e) Personal attitude for lifelong learning of the employee
- f) Learning atmosphere (Formal and informal) in the organization and its utilization by the employee
- g) Learning opportunities in the organization and its utilization by the employee
- h) Incentives for learning by the organizations and its utilization by the employee
- i) Facilities for learning in the organization and its utilization by the employees

2. Work place ethics and values:

Values

- i. Personal values: Happiness, peace of mind, honesty
- ii. Organizational values: productivity, success, competitiveness

Ethics:

- i. Utilitarianism
- ii. Individual rights
- iii. Distributive justice

3. Foundations of employee motivation:

- i. Rewards
- ii. Job design
- iii. Autonomy
- iv. Job feed back
- v. Job rotation
- vi. Job enlargement
- vii. Self-monitoring
- viii. Self-reinforcement
- ix. Self-leadership

4. Stress management:

- i. Physical environmental stressors
- ii. Role related stressors: Role conflicts, role ambiguity, work overload
- iii. Interpersonal stressors
- iv. Organizational stressors
- v. Individual differences
- vi. Job burnout

B. Organizational Behavior at team process level

1. Foundation of team dynamics:

- i. Formation of self-directed teams
- ii. Formation and working of quality circles

- iii. Team effectiveness
 - a. Reward system
 - b. Communication system
 - c. Organizational environment

- i. Task interdependence
- ii. Team development
- iii. Team cohesiveness
- iv. Team building
 - a. Role definition
 - b. Goal setting
 - c. Interpersonal process

2. Decision making and employee's involvement:

- i. Application of decision making model
- ii. Employee involvement

3. Communicating in organizational setting:

- i. Types of communication used
- ii. Purpose of communication
- iii. Effectiveness of communication

4. Organizational leadership:

- i. Transformational leadership
- ii. Transactional leadership

C. Organizational Behavior at organizational process level

1. Organizational culture:

- i. Responsive culture
- ii. Performance culture

iii. Relationship culture

2. Employee relationship:

- i. Employer and employee exchange relationship
- ii. Trust between employer and employee
- iii. Continuous development for new trend
- iv. Organizational socialization

3. Organizational change and development:

- i. Forces of change –environmental dynamics
- ii. Reduction of resistance for change
- iii. Changing
- iv. Refreezing
- v. Training in the changed skills

3.7.1 b) Preliminary scale:

Based on the field experiences of the researcher, literature review and discussion with subject expert items for each variable were developed ranging from 3-5 items per attribute. The group of items meant to measure each of the attributes of variables was identified. Total 180 items were formulated.

3.7.2 Pre-pilot study:

In order to ascertain the content validity and to carry out an item analysis of the Organizational Behavior Scale, a pre-pilot study was conducted.

3.7.2 a) Validity:

A tool is said to be valid if it measures what it aims to measure. The validity of a tool can be measured by the following methods:

- a) Content validity
- b) Criterion validity
- c) Concurrent validity

d) Construct validity.

For the purpose of the present study, only two types of validity had been ascertained, viz. the content validity and the construct validity.

Content validity: The content validity of the Organizational Behavior Scale was ascertained by obtaining the opinion of 11 experts in the field of education and management on the relevance of each item. The list of experts is given in Appendix A. The items which were agreed upon by 90 percent of the experts were retained and others were either modified or discarded. Out of 180 items 50 items were discarded whereas 32 items were modified. After content validity 130 items were remained.

Item analysis: It is a statistical technique which is used for selecting and rejecting the items of a test on the basis of their discriminative power. This phase of instrument development involved administration of the items to a sample of students in the target population followed by the application of item analysis procedure to the data obtained. The objective of carrying out an item analysis was to identify faulty items whose subsequent modification or removal would enhance the desirable characteristics of the scale. For the pre-pilot study, the Organizational Behavior Scale was administered to the teacher educators and principals of Colleges of Education.

The sample size for the pre-pilot study was 35 teacher educators.

After administering the instrument, the responses were quantified and the scores were arranged in a descending order. This was followed by counted off 27 percent of the sores high on Organizational Behavior Scale and 27 percent of the scores low on Organizational Behavior Scale. The validity index or the discrimination index of each item was determined using the formula:

$$D.I. = \frac{N_H - N_L}{0.27 N}$$

Where,

N_H = Number of correct responses in the group high on Organizational Behavior Scale.

N_L = Number of correct responses in the group low on Organizational Behavior Scale

N = sample size.

Those items with a discriminatory index 0.20 or more were regarded as satisfactory⁸ and were retained. If the discriminatory index of an item was found to be less than 0.18 then those items were deleted. If the discriminatory index of an item was lying between 0.18 and 0.20, the items were modified.

Thus after ascertaining the content validity and carrying out the item analysis, 16 items were dropped from the draft form of the scale whereas 8 items were modified. There were 114 items remained in the scale.

	Total items	After content analysis	After item analysis
Discarded	-	50	16
Modified	-	32	08
approved	-	98	106
Remaining items	180	130	114

3.7.3 Pilot study

Having ascertained the content validity of the tool, a pilot study was carried in order to determine the reliability and validity of the scale. For this purpose scale was administered on 60 teacher educators.

3.7.3 a) Reliability

“Reliability means consistency of scores obtained by same individual when is examined with the test on different sets of equivalent items or under other variable examining conditions.”

-Anastasi(1968)

According to Guilford and Fruchter⁹, the procedures of estimating reliability from empirical data can be broadly classified into the following three categories:

- i) Internal consistency reliability
- ii) Comparable-form reliability
- iii) Test-retest reliability.

There are many methods of computing the internal consistency reliability such as split-half method, Cronbach’s alpha, Kuder-Richardson’s method, Hoy’s ANOVA, Guttman’s r, Horst’s reliability and Spearman-brown reliability. The choice of the method of calculating the reliability depends on the purpose of instrument and the pattern of scoring the responses.

Split-half method of reliability or Coefficient of Stability and Equivalence:

This method was administered once on sample of subjects. The scoring was done, after splitting test items into two equal parts. The common way of dividing the test items is the odd-even method. In one part odd number of items was assigned and second part was involved even number of items. Pearson’s method of correlation was used for calculating the coefficient between the two parts of the test. The coefficient of reliability of whole test was estimated with the help of Spearman-Brown Prophecy formula¹⁰ which was as follows:

$$r_{11} = \frac{2r_{1/2}}{1 + r_{1/2}}$$

Where,

r_{11} = coefficient of self-correlation of the whole scale.

$r_{1/2}$ = coefficient of correlation of the half-scale.

The reliability index of Organizational Behavior Scale is 0.84.

3.7.4 Translation of Organizational Behavior Scale

The Organizational Behavior Scale was translated in Marathi and that Marathi version again translated into English to check its accuracy.

3.7.5 Description of Organizational Behavior Scale

The Organizational Behavior Scale for teacher educators contains 114 items. The items were randomized in Organizational Behavior Scale. It is a mixed tool which contains different types of response categories like

- a. Strongly agree, agree, can't say, disagree, strongly disagree
- b. Always, frequently, sometimes, rarely, never.
- c. It also includes a scale where responses are given in the form of statements

The scores were ranging from 5 to 1 point. For the negatively worded statement, the score is 1 to 5 points.

3. Organizational Behavior Interview Schedule for principals

An interview (also known as a standardized interview or a researcher-administered survey) is a research method commonly employed in survey research.

For the present study, Organizational Behavior Interview Schedule was prepared to collect data from principals of Colleges of Education. The aim of this schedule was to ensure that each interview was presented with exactly the same

questions in the same order. Once attributes were fixed, the items were formulated. The items were sequenced properly in the schedule.

Dry run was carried out for the sake of standardization of interview schedule. This structured interview schedule was translated in Marathi and that Marathi version again translated into English to check its accuracy.

Description of Organizational Behavior Interview Schedule: The Organizational Behavior Interview Schedule contains 68 questions. The questions were in sequence as per the variable to maintain consistency.

3.8 DATA COLLECTION

Data collection is an essential and important stage in any research endeavor. Data collection is the stage when the researcher actually collecting the data required for the investigation with the help of the tool. First of all, the researcher found out the names and addresses of Colleges of Education in Maharashtra state. The list was available on MKCL website¹¹ as well as on NCTE website¹². The researcher also referred the information-brochure of MKCL¹³ which they issue for the B.Ed. admission process.

The researcher contacted principals of Colleges of Education and took prior permission to collect data. As the area under study was Maharashtra state, data collection was really a challenging task. The researcher made use of following possible ways of collecting data:

- The researcher visited the institution and got the scale filled from the teacher educators.
- Visited the institution, interviewed the principal and gave the scale. After keeping proper follow up it was possible to get the tools back.
- The researcher searched for the opportunities where teacher educators gathered together. The researcher got this opportunity in the form of seminars, conferences, workshops, central assessment etc.
- Sent through post and kept follow up.

- Sometimes the researcher gave the tools to known people who got it filled from teacher educators.
- Questionnaires were sent through E-mails and got it filled. But the researcher did not get much response to this way of collecting data.

Interviews with principals were conducted by visiting them personally.

3.9 DATA ANALYSIS

3.9.1 Quantitative data analysis

When among a set of observations, any single observation is measured and represented using a number that represents an amount or a count, then the data are quantitative.

3.9.1 a) Descriptive statistics

Descriptive statistics like mean, median, mode, skewness, kurtosis and standard deviation etc. are used to explain the normal probability of the sample.

3.9.2 b) Inferential statistics

Inferential statistical techniques like t-test and F-test is used to calculate the significance of difference in Organizational Behavior between the different types of Colleges of Education.

3.9.2 Qualitative data analysis

When among a set of observations, any single observation is a word, or a sentence, or a description or a code that represents category then the data are qualitative.

3.9.2 a) Content analysis

The methodology used to analyze the responses of principals is qualitative analysis and content analysis. Qualitative analysis is undertaken by analyzing the content.

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Research consists of systematic observation and description of the characteristics or properties of objects or events for the purpose of discovering relationship between variables. The ultimate purpose is to develop generalizations that may be used to explain phenomena and to predict future occurrences. For this purpose, data analysis is required.

After administering the Organizational Behavior Scale and Organizational Behavior Interview Schedule, data was collected and organized. But this collected data was raw data. Raw data is meaningless unless certain statistical treatment is given to them. Analysis of data means to make the raw data meaningful or to draw some results from the data after the proper treatment.

There are two major approaches of research in education:

1. The quantitative approach
2. The qualitative approach

The qualitative approach deals with soft data. On the other hand the quantitative approach requires quantification of data, testing of hypotheses and making generalizations and makes the research process replicable.

For the present study, both quantitative and qualitative approaches were used.

4.2 QUANTITATIVE DATA ANALYSIS

The quantitative analysis was done with the data obtained through Organizational Behavior Scale filled by teacher educators. The data obtained was organized, checked, and entered into the computer. SPSS Statistics software package was used to do the statistical analysis.

Analysis and interpretation was done objective wise.

The first, fourth, and seventh objectives demand description. These objectives were achieved by using descriptive statistical analysis.

Second, third, fifth, sixth, eighth and ninth objectives demand comparison. These objectives were achieved by using inferential statistical analysis.

Tenth objective demands suggestions. It did not require any analysis. Suggestions were given on the basis of descriptive and inferential analysis.

4.3 DESCRIPTIVE ANALYSIS

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. They simply describe what is, what the data shows.

To realize the following descriptive objectives, the researcher used descriptive statistical analysis.

1. To study the Organizational Behavior of the Colleges of Education at the individual process level.

4. To study the Organizational Behavior of the Colleges of Education at the team process level.

7. To study the Organizational Behavior of the Colleges of Education at the organizational process level.

4.3.1 Studying Organizational Behavior of Colleges of Education

The above mentioned three objectives are related to studying Organizational Behavior. It has to be studied at different level i.e. individual process level, team process level and organizational process level. For studying Organizational Behavior at these levels, the researcher collected data for each level from different groups of sample. The tool used was Organizational Behavior Scale which was prepared by the researcher. The data was gathered from 711 teacher educators. The mean score of the data gathered for different groups at each level was calculated along with standard deviation.

The study revealed the result in 3 categories of Organizational Behavior at each level. The statistical technique used for finding out three categories at each level of Organizational Behavior is as under:

Satisfactory Organizational Behavior= (mean – SD) to (mean + SD)

Good Organizational Behavior= greater than (mean + SD)

Not satisfactory Organizational Behavior= less than (mean – SD)

After calculating the range of satisfactory, good, not satisfactory, each score obtained by the sample was compared with the formula and total number of respondents in each level was expressed in percentage.

Objective no. 1:

To study the Organizational Behavior of the Colleges of Education at the individual process level.

To achieve this objective, first of all mean and SD of scores was found out. Mean was 130.68 whereas SD was 11.10. By adding and subtracting SD from mean, we got 120 and 142. So the teacher educators who scored less than 120 are belonged to the category of not satisfactory, those who scored 120-142 are belonged to satisfactory, and those scored more than 142, are belonged to the category of good. After calculating the range of satisfactory, good and not satisfactory, each score obtained by the sample was compared with the formula and total numbers of respondents were expressed in percentage.

TABLE 4.1

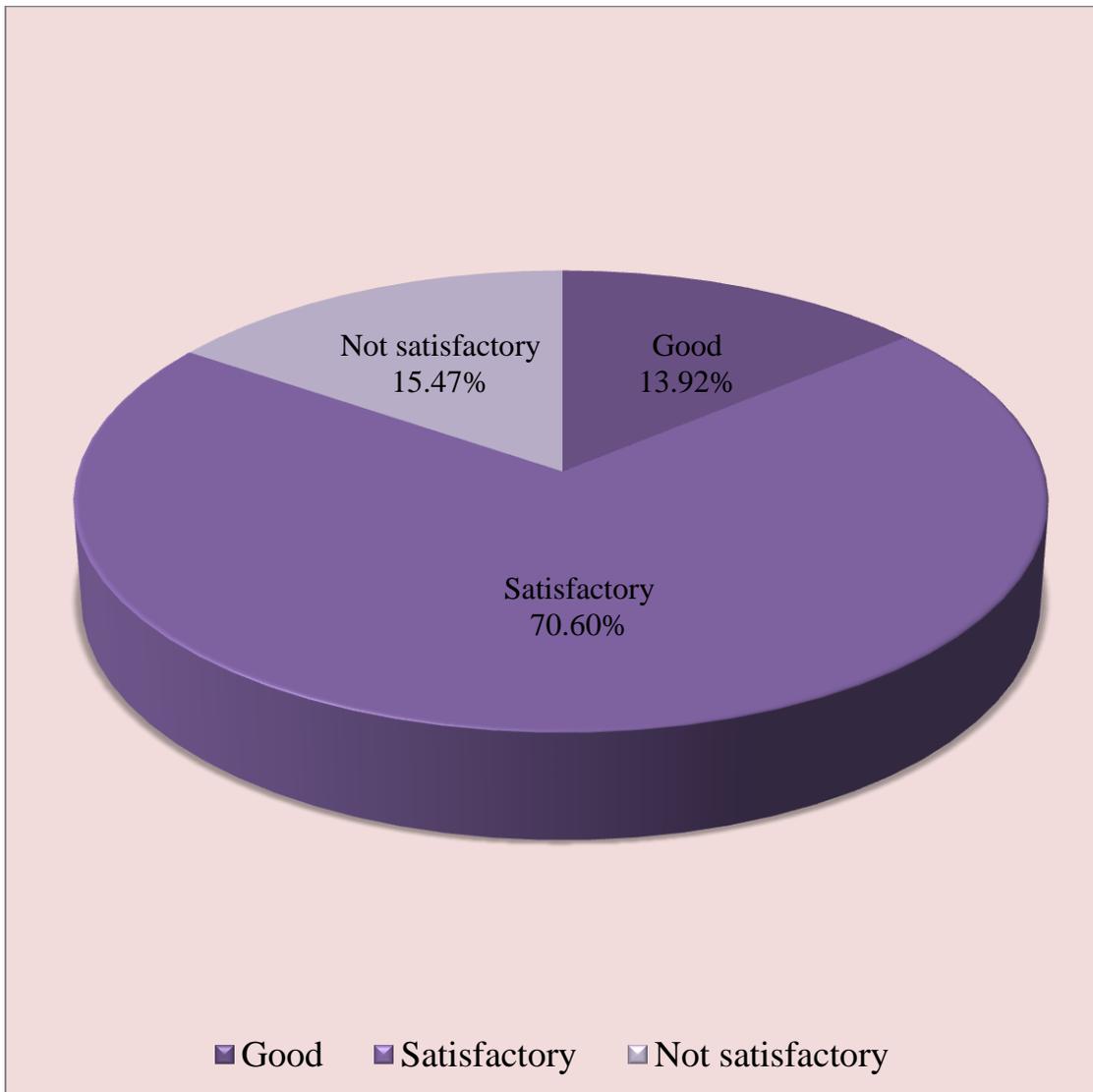
**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL
PROCESS LEVEL OF COLLEGES OF EDUCATION**

Category of Organizational Behavior	No. of TE	Percentage
Good	99	13.92
Satisfactory	502	70.60
Not satisfactory	110	15.47
Total	711	100

70.60 % teacher educators of Maharashtra state perceive that there is ‘satisfactory’ Organizational Behavior at individual process level in their Colleges of Education whereas according to the responses of 13.92 % and 15.47% teacher educators, there is good and ‘not satisfactory’ Organizational Behavior in their colleges respectively.

FIGURE 4.1

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL
PROCESS LEVEL OF COLLEGES OF EDUCATION**



Further the researcher did categorical distribution of Organizational Behavior at individual process level of Colleges of Education based on their management i.e. government, private aided, private unaided, minority and non-minority

TABLE 4.2

ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

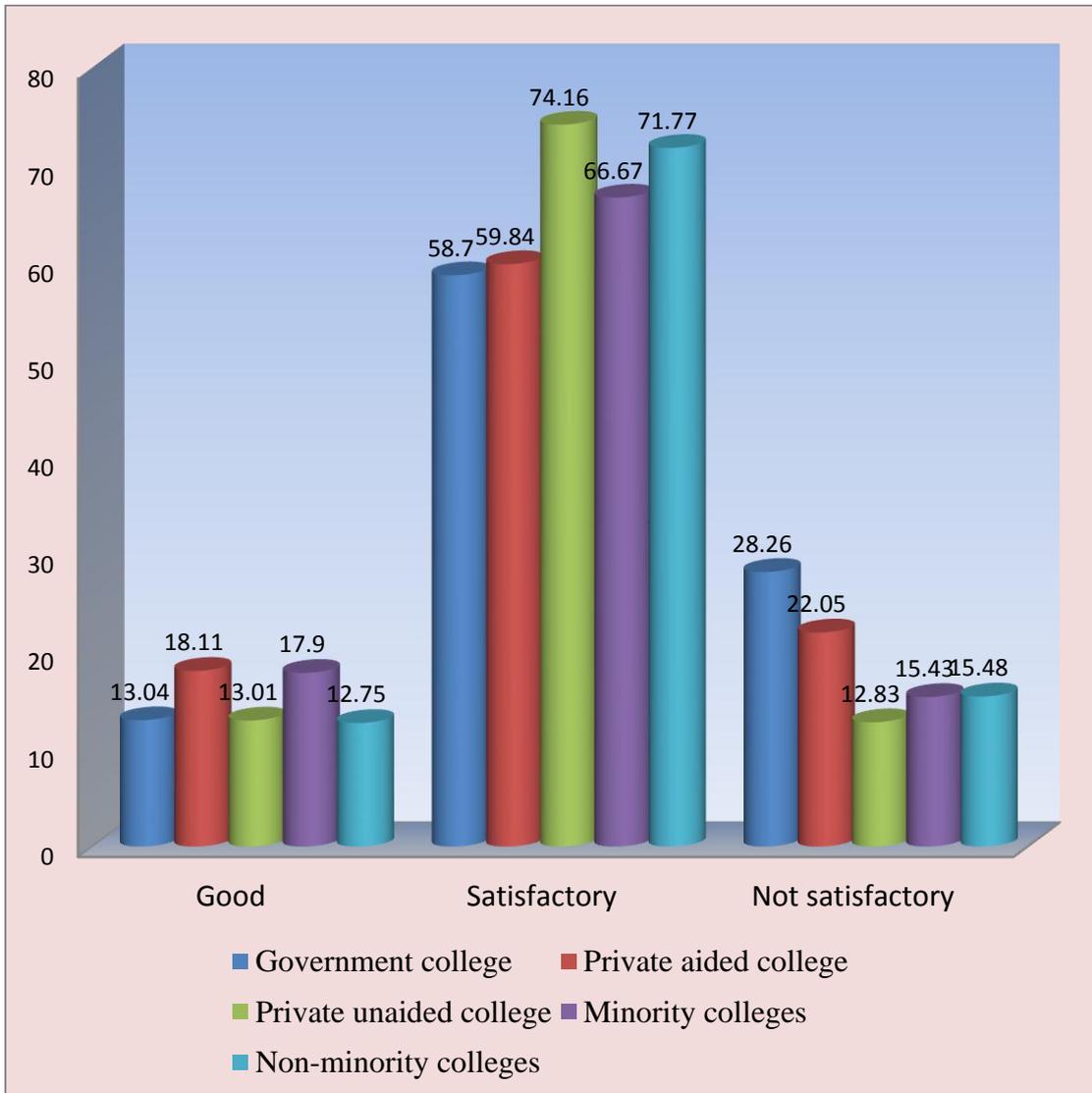
Category of Organizational Behavior	Government colleges		Private aided colleges		Private unaided college		Minority colleges		Non-minority colleges	
	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%
Good	6	13.04	23	18.11	70	13.01	29	17.90	70	12.75
Satisfactory	27	58.70	76	59.84	399	74.16	108	66.67	394	71.77
Not satisfactory	13	28.26	28	22.05	69	12.83	25	15.43	85	15.48

From the table 4.2, it is inferred that:-

58.70%, 59.84%, 74.16%, 66.67% and 71.77% teacher educators from government, private aided, private unaided, minority and non-minority colleges perceive 'satisfactory' Organizational Behavior at individual process level respectively. 28.26% teacher educators from government colleges reflect 'not satisfactory' Organizational Behavior at individual process level whereas 12.83% private unaided teacher educators reflect 'not satisfactory' Organizational Behavior at individual process level. 12.75% from non-minority Colleges of Education fall in the category of good Organizational Behavior. 18.11% private aided college teacher educators perceive good level Organizational Behavior at individual process level.

FIGURE 4.2

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL
PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY
DIFFERENT TYPES OF MANAGEMENT**



Further the researcher did categorical distribution of Organizational Behavior at individual process level of Colleges of Education based on areas i.e. urban and rural Colleges of Education.

TABLE 4.3

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL
PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED
IN URBAN AND RURAL AREAS**

Category of Organizational Behavior	Urban colleges		Rural colleges	
	No. of TE	%	No. of TE	%
Good	68	15.21	31	11.74
Satisfactory	314	70.25	188	71.21
Not satisfactory	65	14.54	45	17.05
Total	447	100	264	100

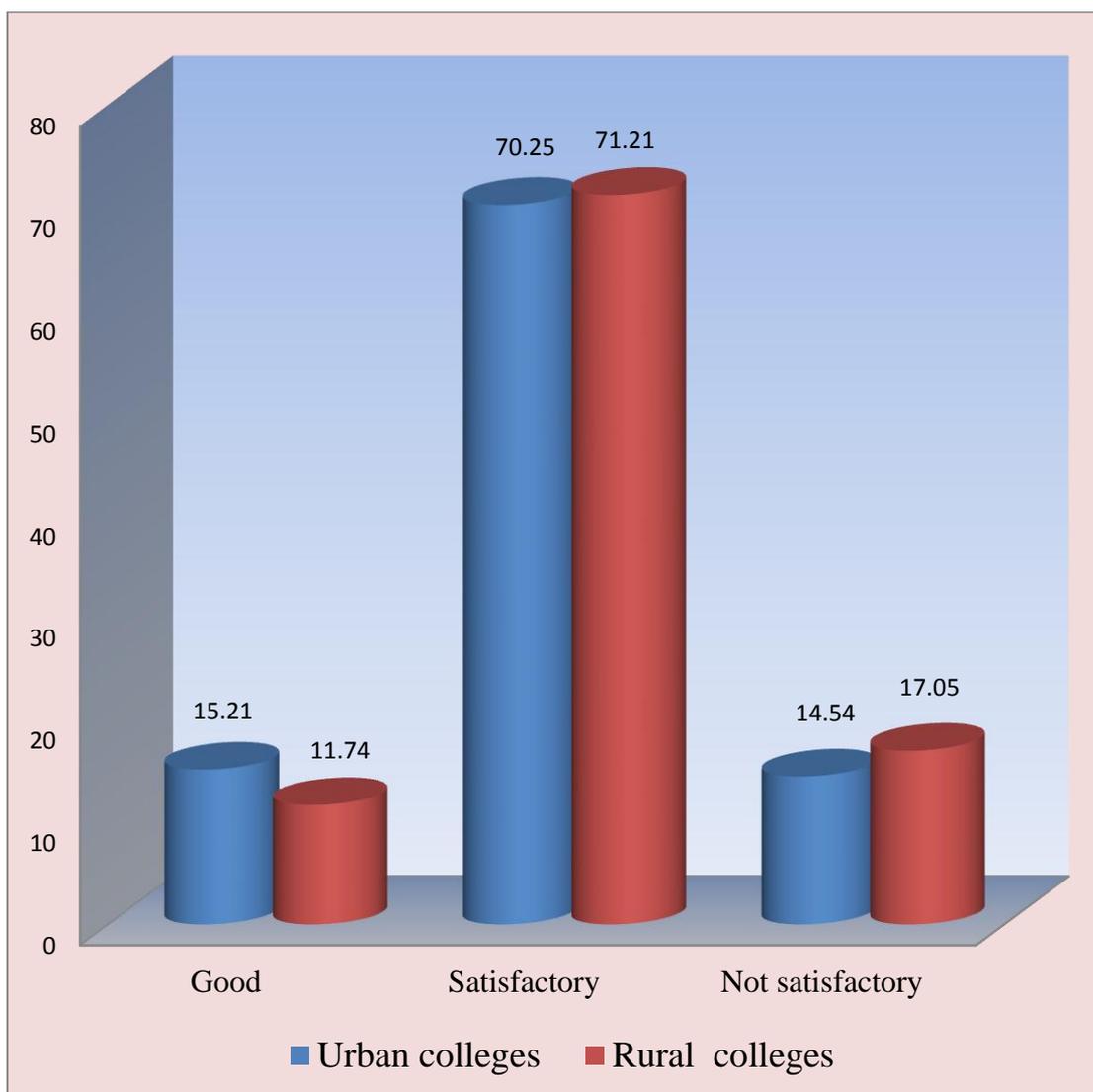
From the table 4.3, it is clear that

70.25% teacher educators from urban colleges and 71.21 % teacher educators from rural colleges perceive ‘satisfactory’ Organizational Behavior at individual process level. Percentage of teacher educators from urban colleges fall in the category of ‘good’ Organizational Behavior at individual process level is higher (i.e. 15.21%) than that of those from rural areas (i.e.11.74%). Whereas percentage of teacher educators from urban colleges fall in the category of ‘not satisfactory’ Organizational Behavior at individual process level is lower (i.e. 14.54%) than that of those from rural areas (i.e. 17.05%).

FIGURE 4.3

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL
PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED**

IN URBAN AND RURAL AREAS



Objective no. 4:

To study the Organizational Behavior of the Colleges of Education at the team process level.

To achieve this objective, first of all mean and SD of scores was found out. Mean was 177.31 whereas SD was 23.80. By adding and subtracting SD from mean we got 154 and 201. So the teacher educators who scored less than 154 are belonged to the category of not satisfactory, those who scored 154-201 are belonged to satisfactory, and those scored more than 201, are belonged to the category of good.

TABLE 4.4

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION**

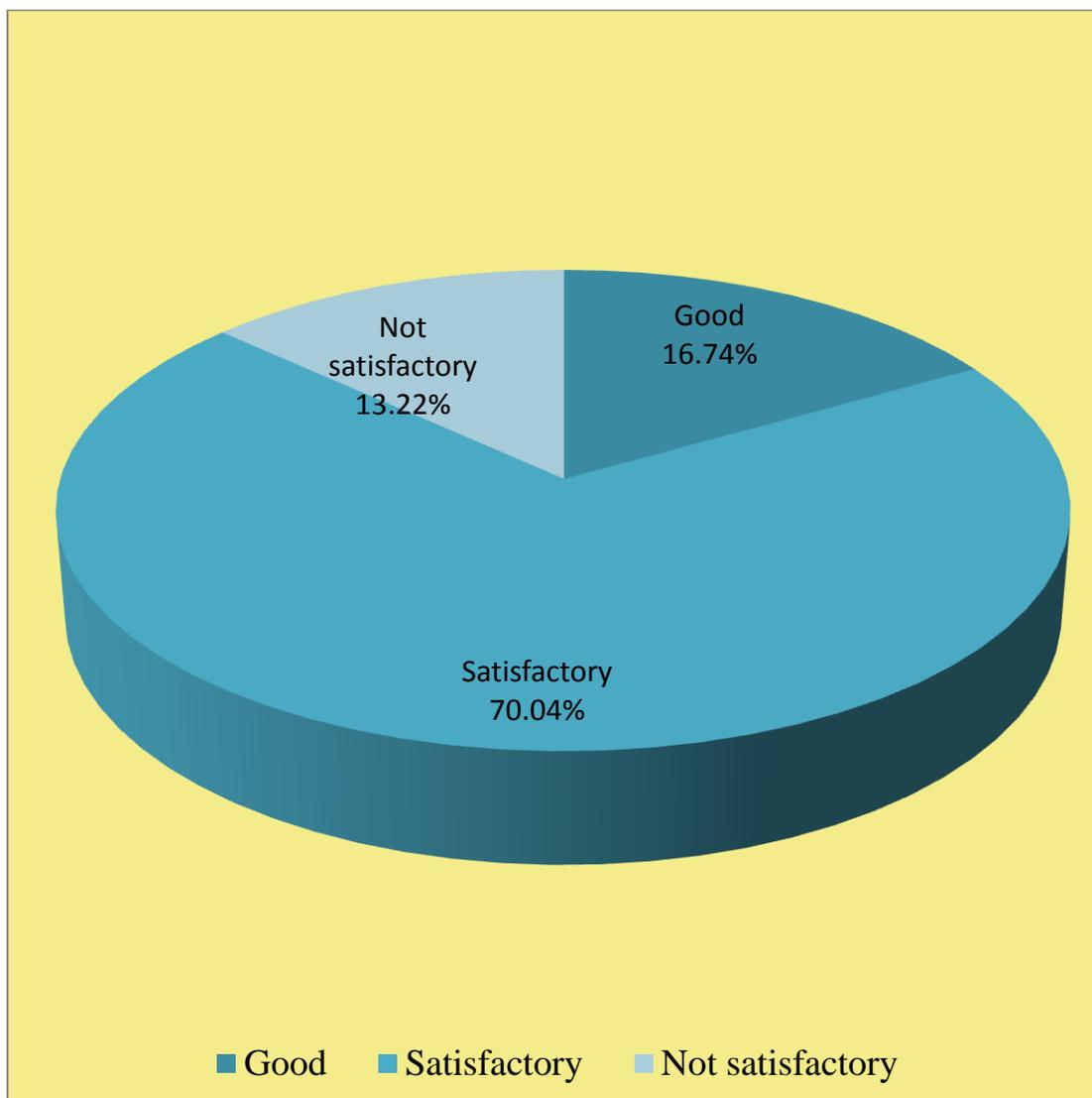
Category of Organizational Behavior	No. of TE	Percentages
Good	119	16.74
Satisfactory	498	70.04
Not satisfactory	94	13.22
Total	711	100

From table 4.4, it is inferred that

70.04 % teacher educators of Maharashtra state perceive that there is ‘satisfactory’ Organizational Behavior at team process level in their Colleges of Education where as 16.74 % teacher educators reflect ‘good’ Organizational Behavior at team process level in their College of Education and 13.22% teacher educators perceive ‘not satisfactory’ Organizational Behavior at team process level in their College of Education.

FIGURE 4.4

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION**



Further the researcher did categorical distribution of Organizational Behavior at team process level of Colleges of Education based on management. I.e. government, private aided, private unaided, minority and non-minority Colleges of Education

TABLE 4.5

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION MANAGED BY
DIFFERENT TYPES OF MANAGEMENT**

Category of Organizational Behavior	Government college		Private aided college		Private unaided college		Minority colleges		Non-minority colleges	
	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%
Good	11	23.91	27	21.26	80	14.87	35	21.60	83	15.12
Satisfactory	27	58.70	85	66.93	38	71.93	10	67.28	39	71.04
Not satisfactory	8	17.39	15	11.81	71	13.20	18	11.11	76	13.84
Total	46	100	127	100	538	100	162	100	549	100

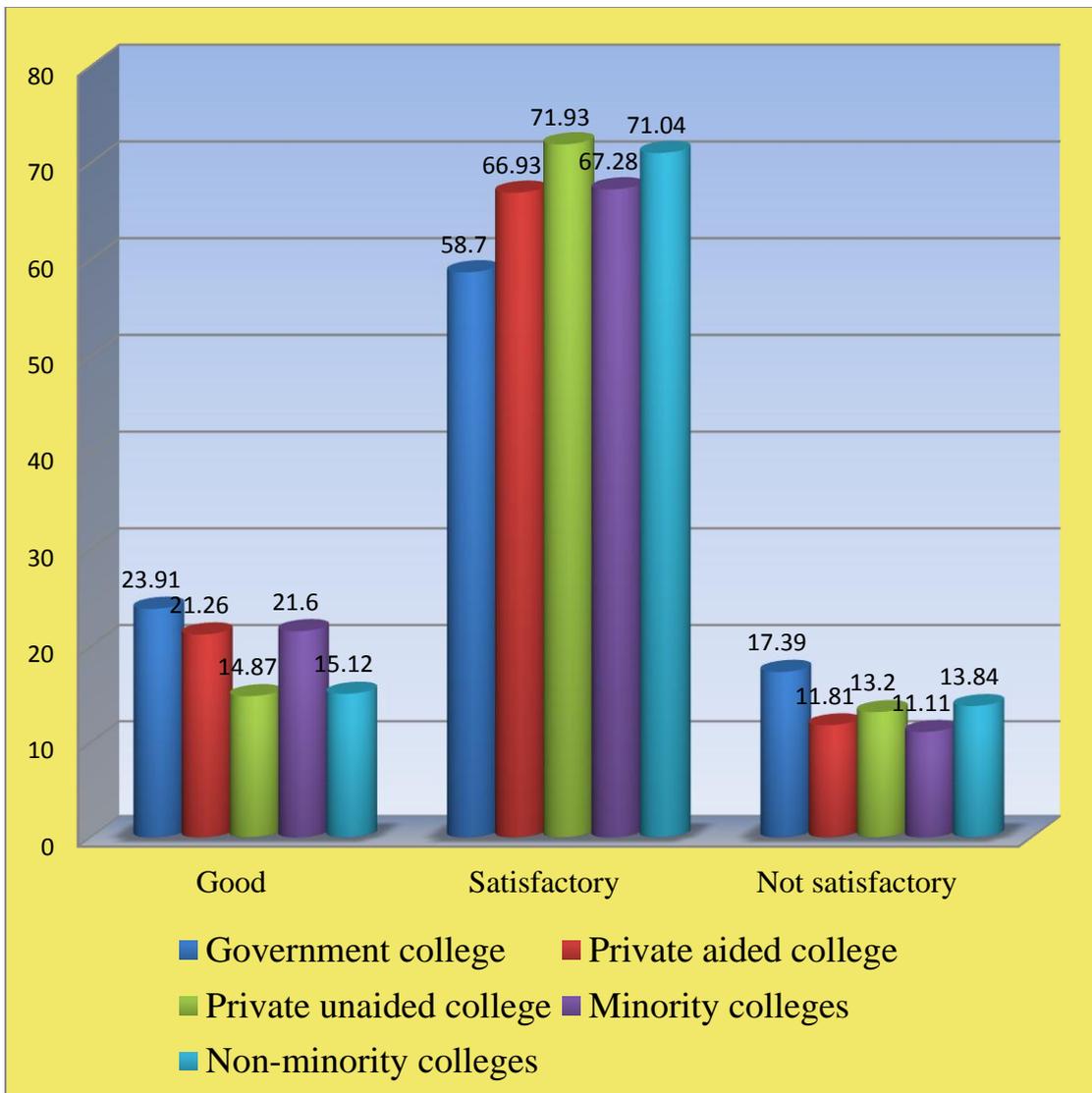
From the table 4.5 it is inferred that

71.93% of teacher educators from private unaided colleges and 71.04% from non-minority colleges perceive 'satisfactory' Organizational Behavior at team process level in their organization. 23.91%, 21.26% and 21.60 teacher educators of government colleges, private aided and minority Colleges of Education reflect 'good' Organizational Behavior at team process level where only 15.12% teacher educators from non-minority colleges and 14.67 % teacher educators from private aided colleges perceive 'good' Organizational Behavior at team process level. Private aided

college has 11.81 % and minority colleges have 11.11% of teacher educators who perceive that there is 'not satisfactory' Organizational Behavior at team process level.

FIGURE 4.5

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION MANAGED BY
DIFFERENT TYPES OF MANAGEMENT**



Further the researcher did categorical distribution of Organizational Behavior at team process level of Colleges of Education based on areas. I.e. urban and rural Colleges of Education.

TABLE 4.6

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION SITUATED
IN URBAN AND RURAL AREAS**

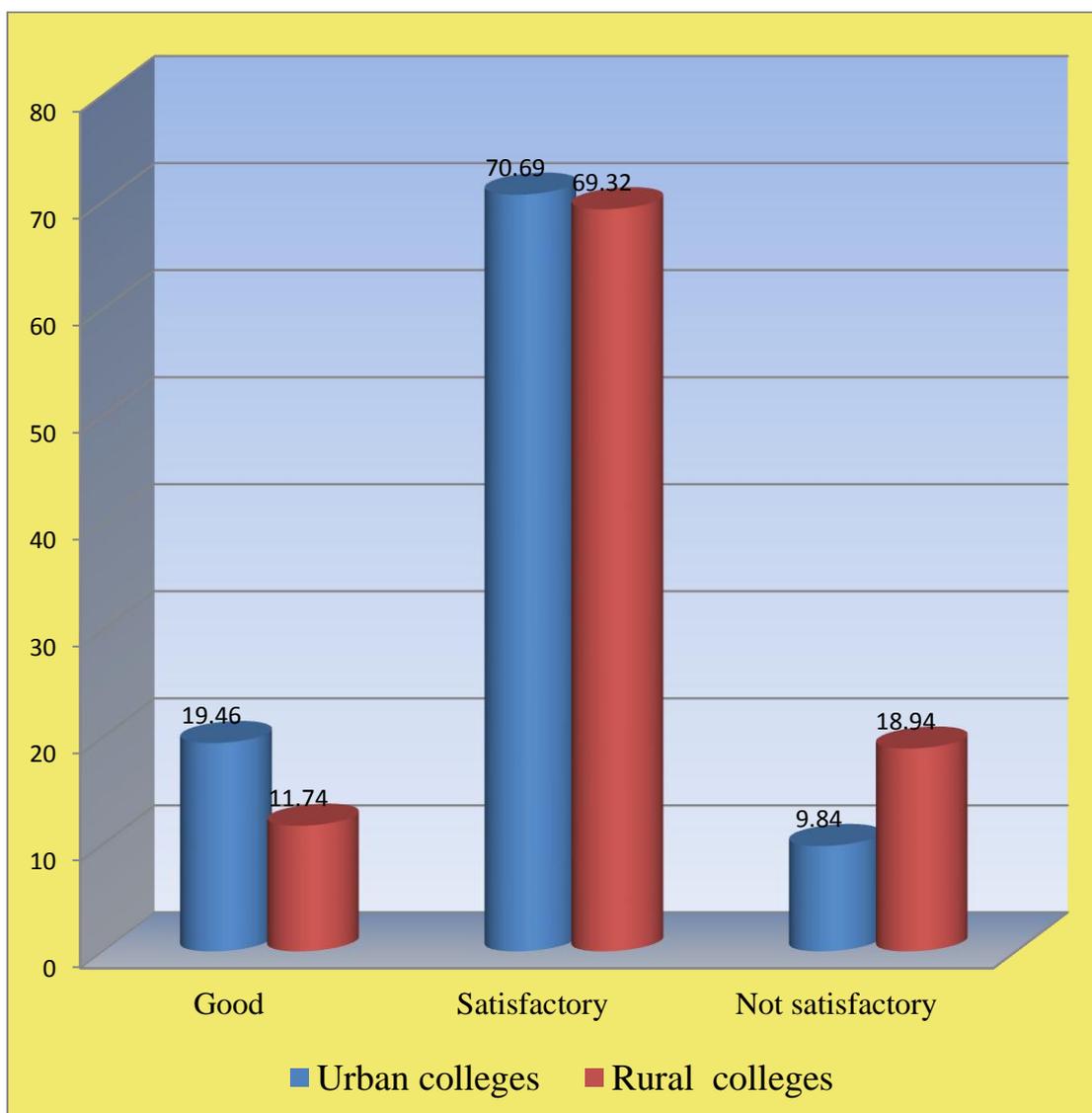
Category of Organizational Behavior	Urban colleges		Rural colleges	
	No. of TE	%	No. of TE	%
Good	87	19.46	31	11.74
Satisfactory	316	70.69	183	69.32
Not satisfactory	44	9.84	50	18.94
Total	447	100	264	100

From the table 4.6, it is inferred that

Approximately similar i.e. 70.69 % of teacher educators from urban area and 69.32% teacher educators from rural area perceive 'satisfactory' Organizational Behavior at team process level in their organization. 19.46% teacher educators of Colleges of Education from urban area and 11.74% teacher educators Colleges of Education from rural area perceive 'good' Organizational Behavior at team process level. 18.94% teacher educators of Colleges of Education from rural area whereas 9.84% teacher educators of Colleges of Education from urban area perceive 'not satisfactory' Organizational Behavior at team process level.

FIGURE 4.6

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS
LEVEL OF COLLEGES OF EDUCATION SITUATED
IN URBAN AND RURAL AREAS**



Objective no. 7:

To study the Organizational Behavior of the Colleges of Education at the organizational process level.

To achieve this objective, first of all mean and SD of scores was found out. Mean was 139.40 whereas SD was 20.99 by adding and subtracting SD from mean we got 118-160. So the teacher educators who scored less than 118 are belonged to the category of not satisfactory, those who scored 118-160 are belonged to satisfactory, and those score more than 160, are belonged to the category of good.

TABLE 4.7

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL
PROCESS LEVEL OF COLLEGES OF EDUCATION**

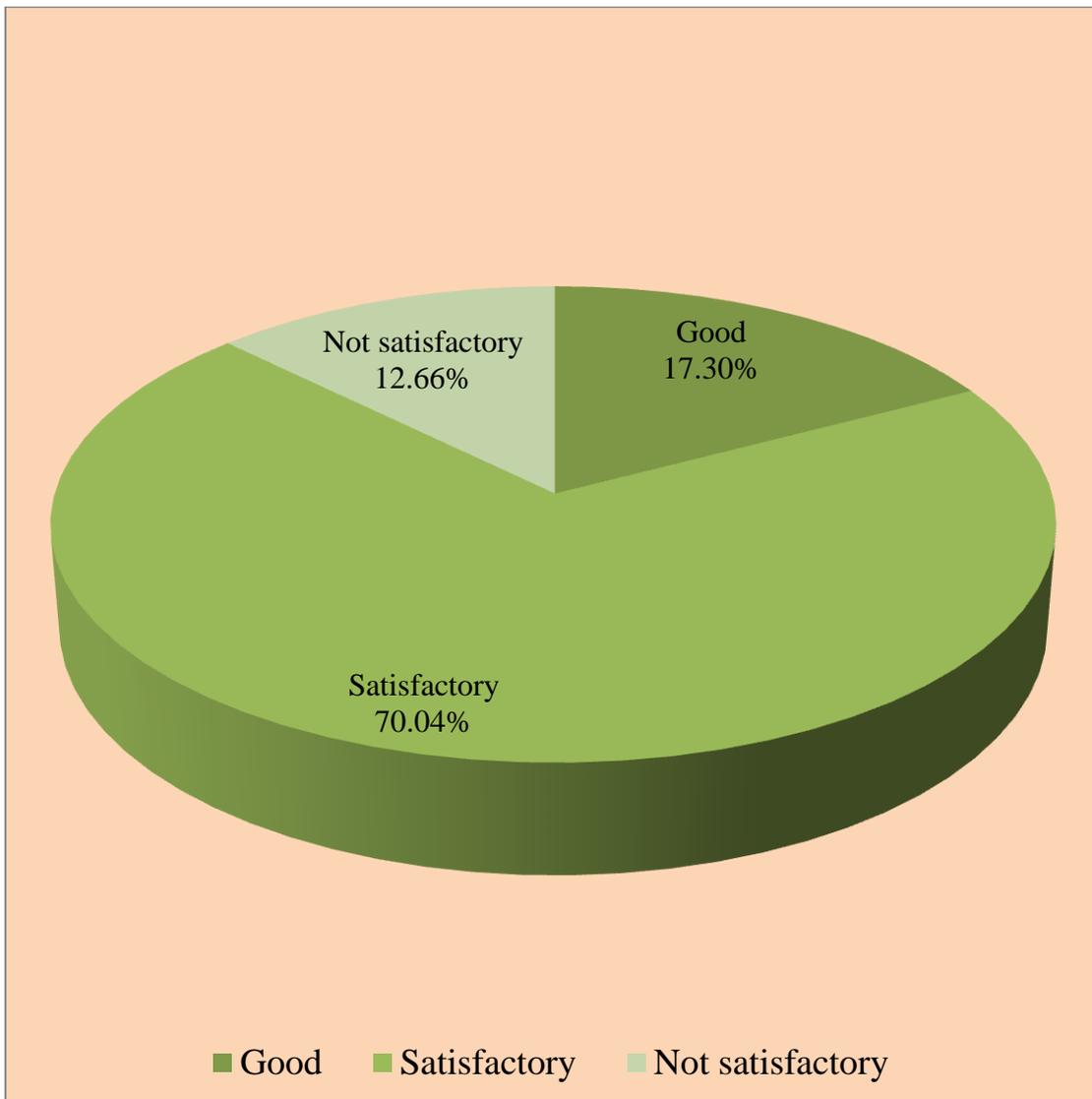
Category of Organizational Behavior	No. of TE	Percentages
Good	123	17.30
Satisfactory	498	70.04
Not satisfactory	90	12.66
Total	711	100

From table 4.7, it is inferred that

70.04 % teacher educators of Maharashtra state perceive satisfactory level of Organizational Behavior at organizational process level. Whereas 17.30 % teacher educators feel there is good level of Organizational Behavior at organizational process level in their College of Education and 12.66 % teacher educators feel that there is not satisfactory level of Organizational Behavior at organizational process level in their College of Education.

FIGURE 4.7

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR OF COLLEGES OF
EDUCATION AT ORGANIZATIONAL PROCESS LEVEL**



Further the researcher did categorical distribution of Organizational Behavior at organizational process level of Colleges of Education based on management i.e. government, private aided, private unaided, minority and non-minority Colleges of Education

TABLE 4.8

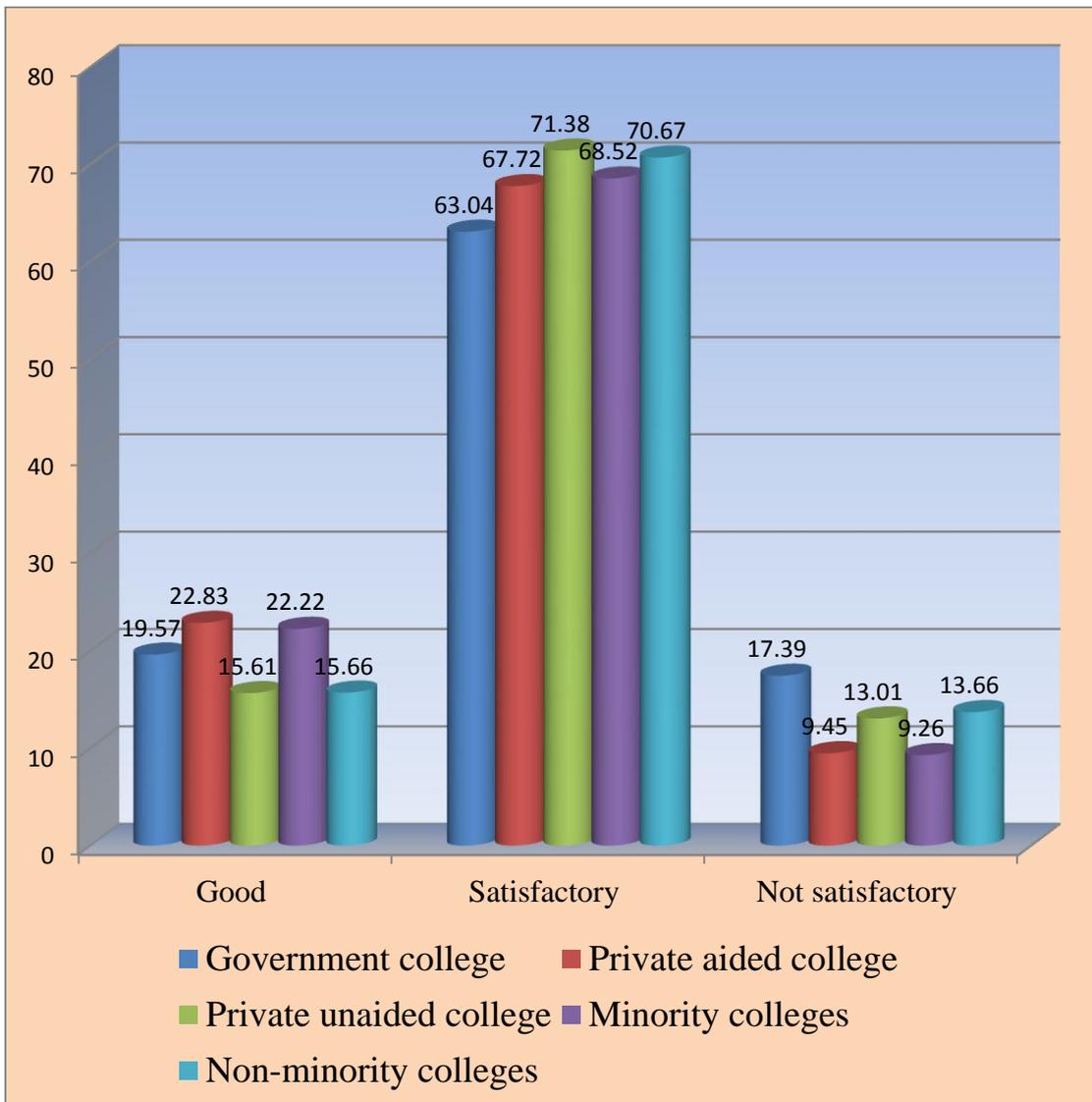
ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

Category of Organizational Behavior	Government college		Private aided college		Private unaided college		Minority colleges		Non-minority colleges	
	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%	No. of TE	%
Good	9	19.57	29	22.83	84	15.61	36	22.22	86	15.66
Satisfactory	29	63.04	86	67.72	384	71.38	111	68.52	388	70.67
Not satisfactory	8	17.39	12	9.45	70	13.01	15	9.26	75	13.66
Total	46	100	127	100	538	100	162	100	549	100

From the table 4.8 it was found that approximately similar percentage of teacher educators i.e. 63.04% of government colleges, 67.72 from private aided colleges, 71.38% from private unaided colleges, 68.52% from minority colleges and 70.67% from non-minority colleges perceive 'satisfactory' Organizational Behavior at organizational process level. 22.83% of teacher educators from private aided and 22.22% teacher educators from minority colleges perceive that there is 'good' Organizational Behavior at individual process level. Only 9.45% teacher educators of private aided Colleges of Education and 9.26% teacher educators of minority colleges perceive 'not satisfactory' Organizational Behavior at organizational process level. 17.39% of teacher educators of government colleges fall in the category of 'not satisfactory' Organizational Behavior.

FIGURE 4.8

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL
PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY
DIFFERENT TYPES OF MANAGEMENT**



Further the researcher did categorical distribution of Organizational Behavior at organizational process level of Colleges of Education based on areas i.e. urban and rural Colleges of Education.

TABLE 4.9

ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS

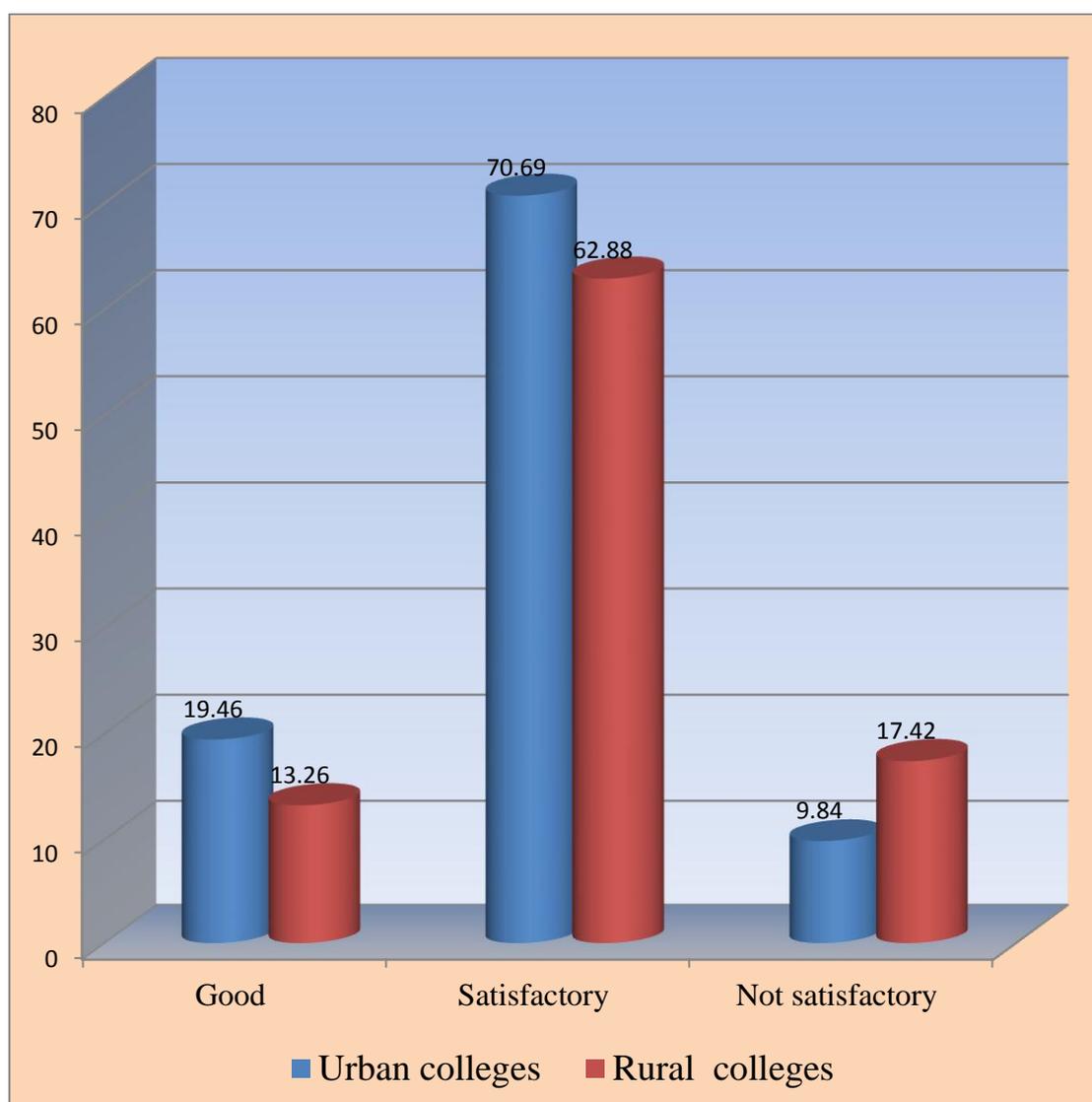
Category of Organizational Behavior	Urban colleges		Rural colleges	
	No. of TE	%	No. of TE	%
Good	87	19.46	35	13.26
Satisfactory	316	70.69	166	62.88
Not satisfactory	44	9.84	46	17.42
Total	447	100	264	100

From the table 4.9, it is clear that

70.69 % of teacher educators from urban area and 62.88% teacher educators from rural area perceive ‘satisfactory’ Organizational Behavior at organizational process level in their organization. 19.46% teacher educators of Colleges of Education from urban area and 13.26% teacher educators Colleges of Education from rural area perceive ‘good’ Organizational Behavior at organizational process level. 17.42% teacher educators of Colleges of Education from rural area whereas 9.84% teacher educators of Colleges of Education from urban area perceive ‘not satisfactory’ Organizational Behavior at organizational process level.

FIGURE 4.9

**ANALYSIS OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL
PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED
IN URBAN AND RURAL AREAS**



4.3.2 Descriptive statistical analysis

The ultimate purpose of applied research is to develop generalizations based on the study. For this we use inferential statistics to make inferences from our data to more general conditions. For the present study the researcher used parametric techniques. One of the important conditions of using parametric technique is the data should follow normal distribution. So it is very essential to know about normality of data. To know normality of data, the researcher did the following descriptive statistics.

For the present study data collected from the Colleges of Education in Maharashtra state have been analyzed by computing the measures of central tendency, measures of variability and measures of deviation

4.3.2 a) Measures for central tendency

The measure for central tendency computed for the present study mean, median and mode.

4.3.2 b) Measures of variability

Variability is described as the “dispersion” or the spread of the separate scores around their central tendency. The distance of a score from the central tendency is known as deviation score. The measure of variability used in the present research is standard deviation.

4.3.2 c) Measures of divergence from normality

SPSS package was used to do statistical analysis. As per this package, for normal distribution the value of kurtosis will fluctuate around zero. A positive value indicates platykurtic distribution and a negative value indicates leptokurtic distribution.

4.4 INFERENCE ANALYSIS

Inferential analysis refers to the testing of hypothesis. It involves inferring a population's characteristics or parameters from a random sample statistics, and thus generalizing the findings to a larger population. By employing the appropriate statistical techniques, the data can be summarized and inferences are drawn.

Hypothesis

For the present study, null hypotheses were formulated which are of non-directional type. The null hypothesis forms a useful tool in the inferential analysis. It merely states that no differences or relationship exist between the variables under study.

Statistical techniques are employed to test the null hypothesis and accordingly null hypothesis is accepted or rejected.

In the present study the parametric techniques in statistics have been employed.

The remaining six objectives of this study i.e. second, third, fifth, sixth, eighth and ninth are related to comparing Organizational Behavior of Colleges of Education based on their type of management and locale.

To realize the following comparative objectives, the research has used inferential statistical analysis.

2. To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education managed by different types of management.
3. To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.
5. To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education managed by different types of management.
6. To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.

8. To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education managed by different types of management.

9. To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.

The objectives indicated comparison of groups is further expressed in terms of null hypothesis.

In this study, to test the hypothesis inferential parametric statistical tests was used. To compare the groups 't' test and to compare more than two groups, ANOVA was used.

Since the present study conducted by the researcher fulfills the conditions for the use of parametric test, the parametric test like 't' test is used for comparing two groups and ANOVA is used for comparing for than two groups.

The analysis and interpretation is done objective wise as given:

Objective no. 2:

To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education managed by different types of management.

HYPOTHESIS

There is no significant difference in the Organizational Behavior at individual process level, in between the Colleges of Education, managed by different types of management.

To test this hypothesis the 'F' test was applied.

Table 4.11 shows the result of the 'F' test of the scores of Organizational Behavior at individual process level of teacher educators of Colleges of Education managed by different types of management i.e. government , private aided, private unaided, minority, non-minority.

TABLE 4.11

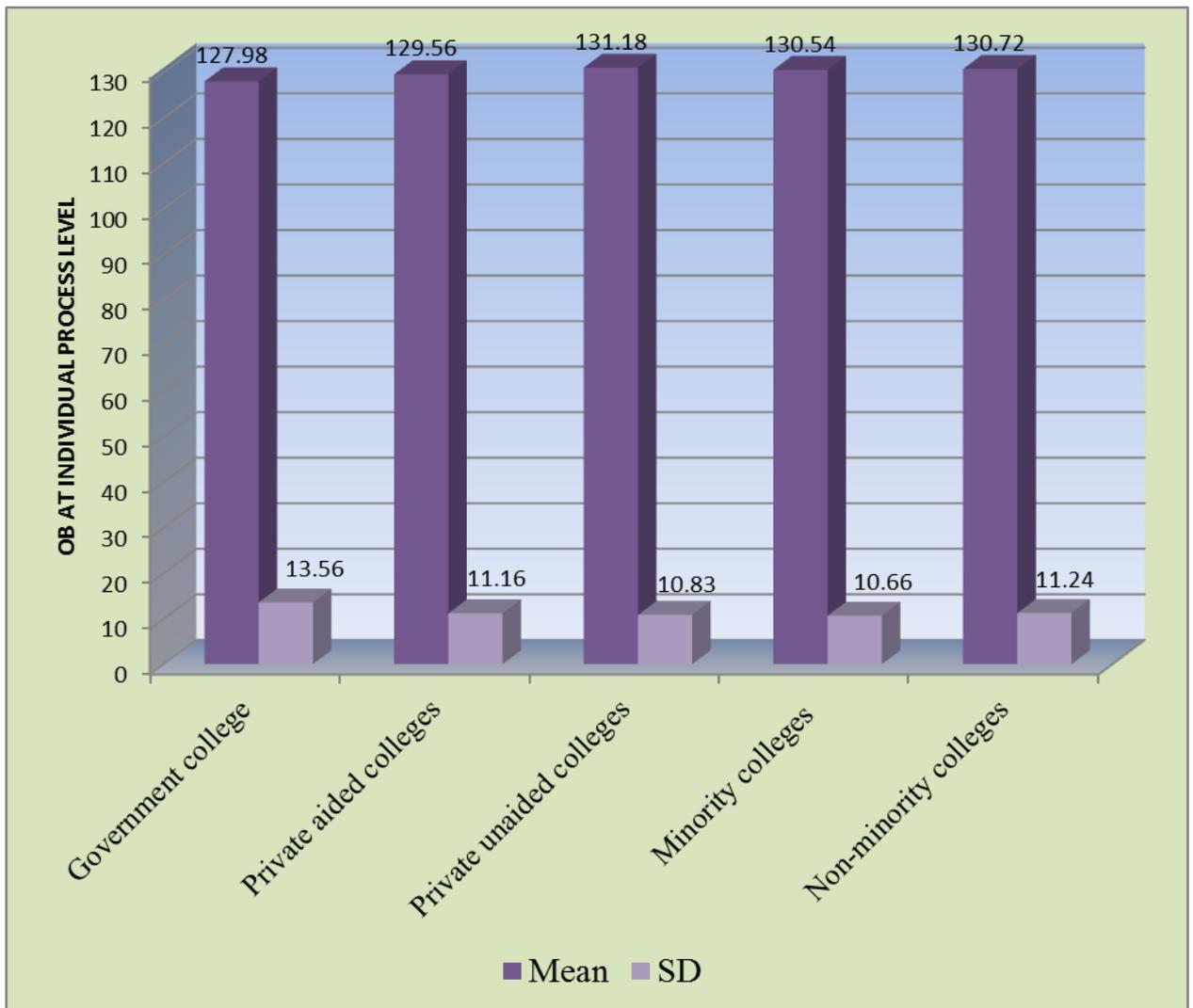
**RELEVANT STATISTICS OF SCORES OF ORGANIZATIONAL
BEHAVIOR AT INDIVIDUAL PROCESS LEVEL OF COLLEGES OF
EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT**

	Sources of variation	SS	df	Mean square	F-ratio	Sig.
Individual process level	Between groups	632.348	4	158.087	1.284	0.274
	Within groups	174476.7	1417	123.131		
	groups	175109.1	1421			
	Total					

'F' value of 1.284 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.10

ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT



*****The Organizational Behavior at individual process level includes Learning in organization, Work place ethics and values, Foundations of employee motivation, Stress management. To study Organizational Behavior at individual process level in detail, the researcher analyzed all these variables separately.**

4.4.1(III)After descriptive analysis, it is clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education based on management.

TABLE 4.16

RELEVANT STATISTICS OF SCORES OF VARIABLES OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

	Variables	Sources of variation	SS	df	Mean square	F-ratio	Sig.
Individual process level	Learning in organization	Between groups Within groups Total	72.970 12134.580 12207.550	4 1417 1421	18.242 8.564	2.130.	0.75
	Work place ethics and values	Between groups Within groups Total	147.965 199970.151 20118.115	4 1417 1421	36.991 14.093	2.625	0.33
	Foundations of employee motivation	Between groups Within groups Total	109.809 24433.656 24533.466	4 1417 1421	27.452 17.243	1.592	0.174
	Stress management	Between groups Within groups Total	29.710 34480.675 34510.385	4 1417 1421	7.427 24.334	0.305	0.875

1. 'F' value of 2.130 is not significant at 0.05 level. So the null hypothesis is accepted.
2. 'F' value of 2.625 is not significant at 0.05 level. So the null hypothesis is accepted..
3. 'F' value of 1.592 is not significant at 0.05 level. So the null hypothesis is accepted.
4. 'F' value of 0.305 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.11

**LEARNING IN ORGANIZATION OF COLLEGES OF EDUCATION
MANAGED BY DIFFERENT TYPES OF MANAGEMENT**

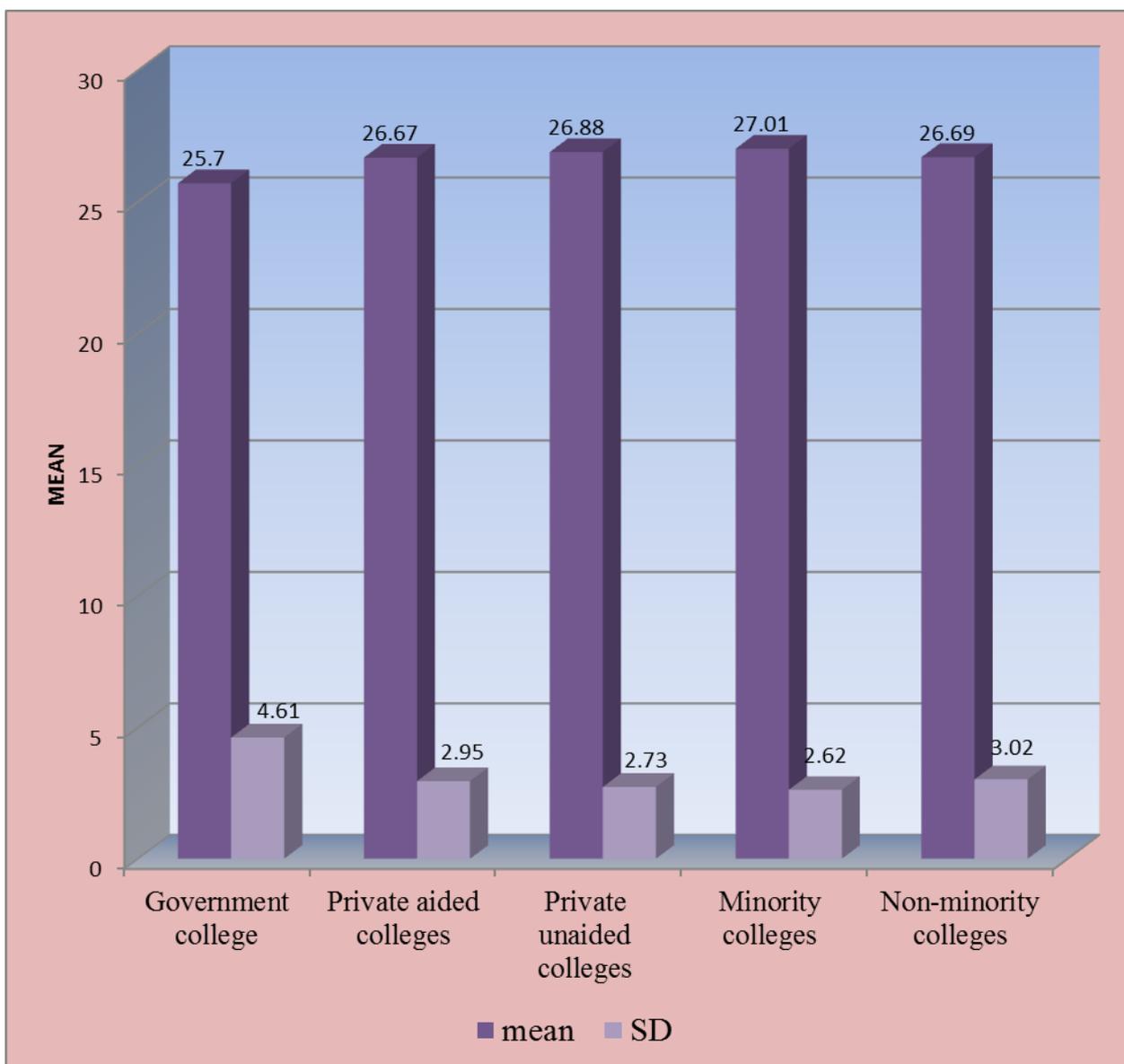


FIGURE 4.12

**WORK PLACE VALUES AND ETHICS OF COLLEGES OF EDUCATION
MANAGED BY DIFFERENT TYPES OF MANAGEMENT**

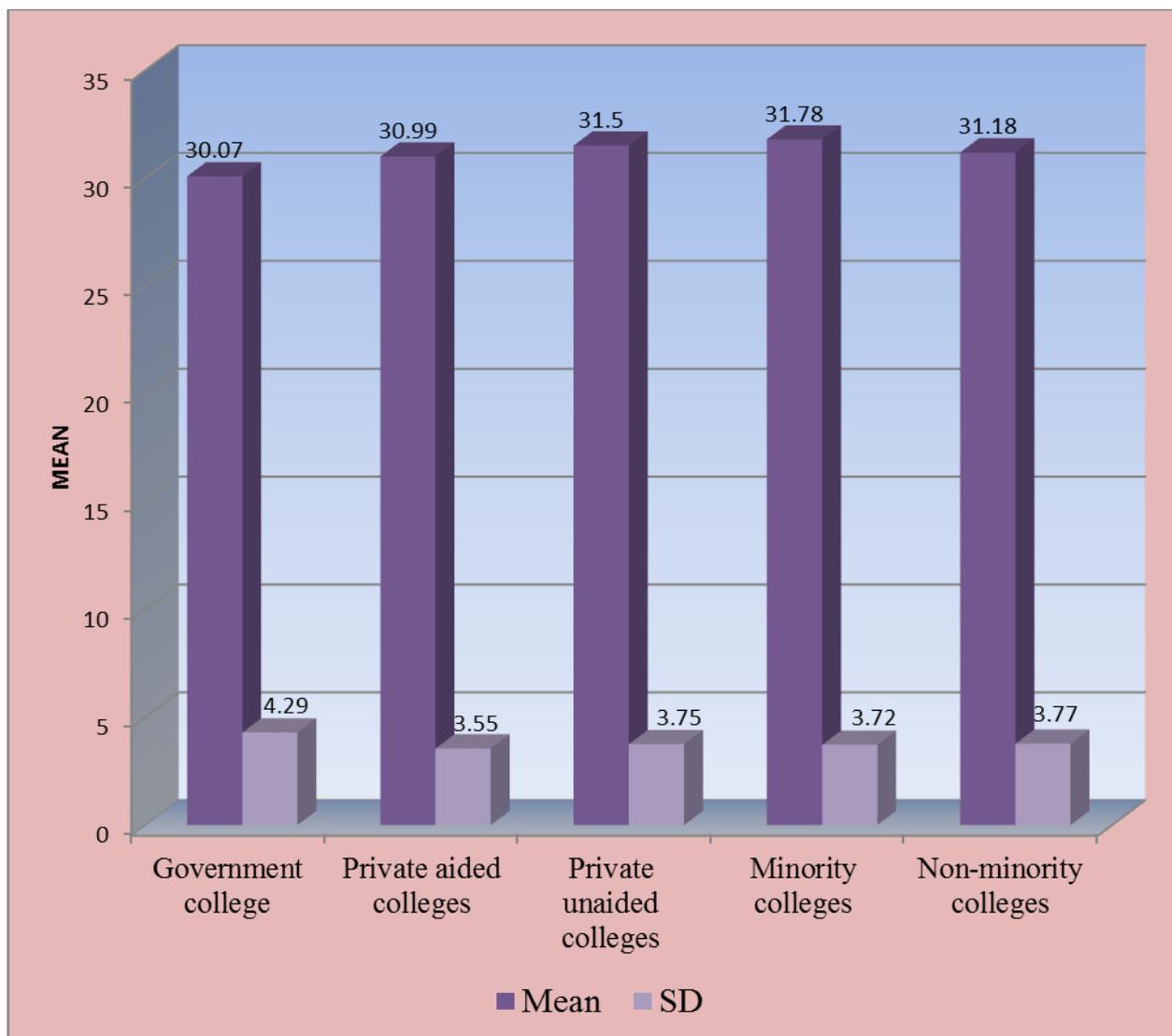


FIGURE 4. 13

**EMPLOYEE MOTIVATION OF COLLEGES OF EDUCATION MANAGED
BY DIFFERENT TYPES OF MANAGEMENT**

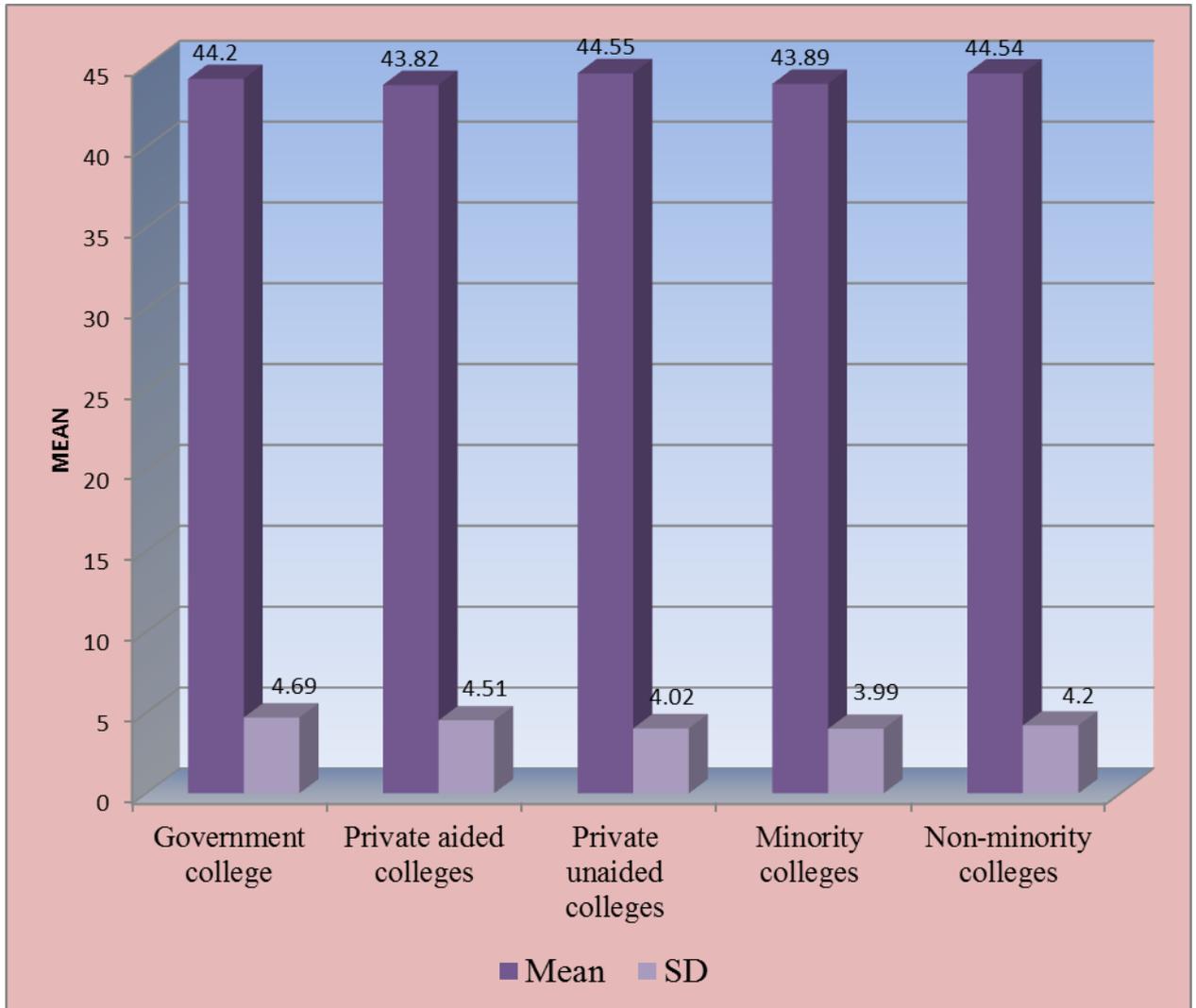
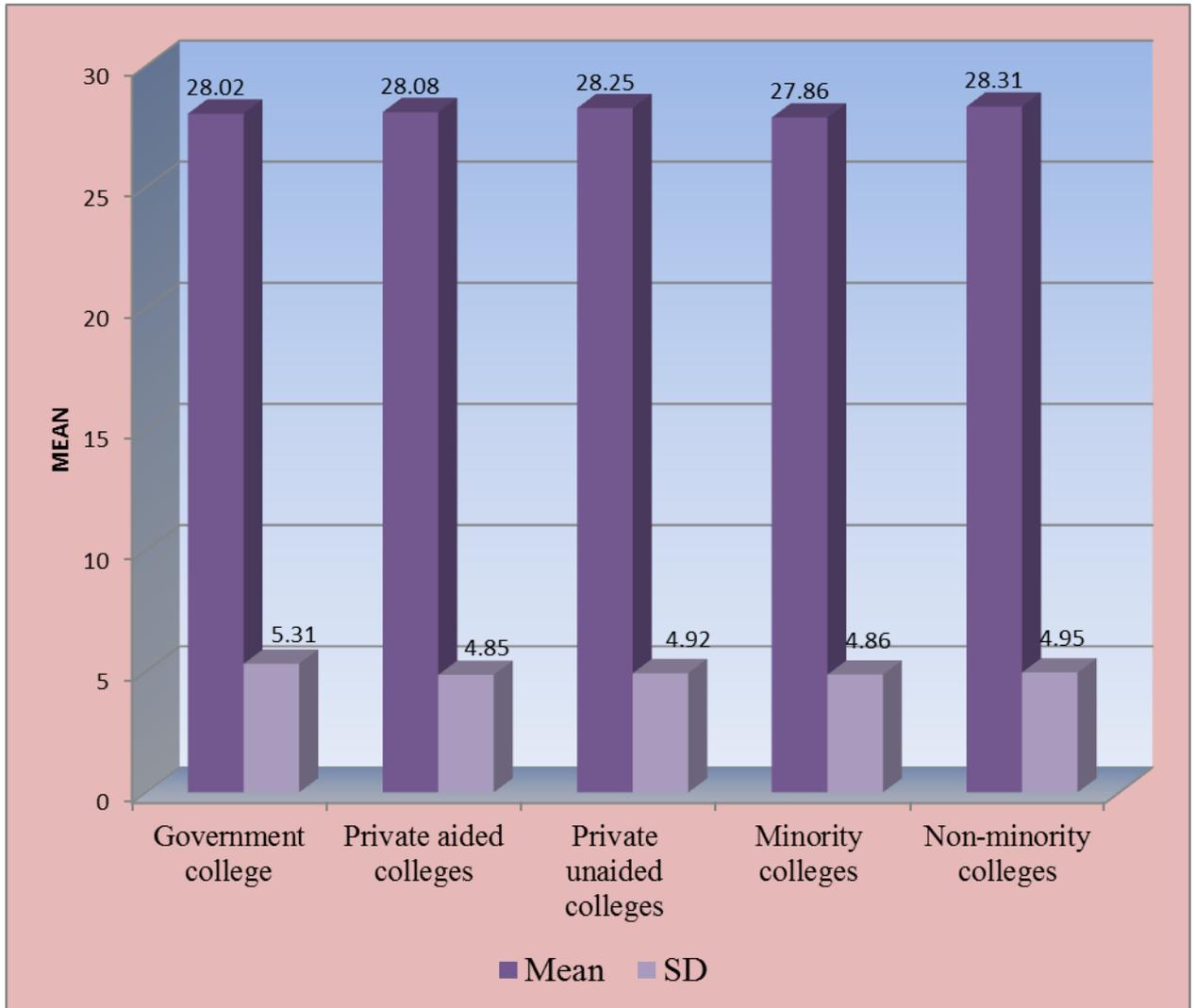


FIGURE 4.14

**STRESS MANAGEMENT OF COLLEGES OF EDUCATION MANAGED BY
DIFFERENT TYPES OF MANAGEMENT**



4.4.2 Objective :To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.

4.4.2 (III)After descriptive analysis, it is clear that the distribution is normal. So the researcher made use of parametric test i.e. ‘t’ test to find out whether there is any significant difference among Colleges of Education based on area.

Table 4.23

RELEVANT STATISTICS OF SCORES OF VARIABLES OF ORGANIZATIONAL BEHAVIOR AT INDIVIDUAL PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS

	Variables	Groups	N	Mean	SD	df	Table value		‘t’ value	I.o.s
							At 0.05 level	At 0.01 level		
Individual process level	Learning in organization	Urban college	447	26.74	2.87	709	1.96	2.58	0.318	N.S.
		Rural colleges	264	26.81	3.04					
	Work place ethics and values	Urban college	447	31.40	3.76	709	1.96	2.58	0.759	N.S.
		Rural colleges		31.17	3.77					
	Foundations of employee motivation	Urban college	447	44.44	4.15	709	1.96	2.58	0.391	N.S.
		Rural colleges	264	44.31	4.17					
	Stress management	Urban college	447	28.28	5.05	709	1.96	2.58	0.503	N.S.
		Rural college	264	28.09	4.73					

1. The 't' value is 0.318 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.318 is not significant at 0.05 level. So the null hypothesis is accepted.
2. The 't' value is 0.759 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.759 is not significant at 0.05 level. So the null hypothesis is accepted.
3. The 't' value is 0.391 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.391 is not significant at 0.05 level. So the null hypothesis is accepted.
4. The 't' value is 0.503 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.503 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.16

**LEARNING IN ORGANIZATION OF COLLEGES OF EDUCATION
SITUATED URBAN AND RURAL AREAS**

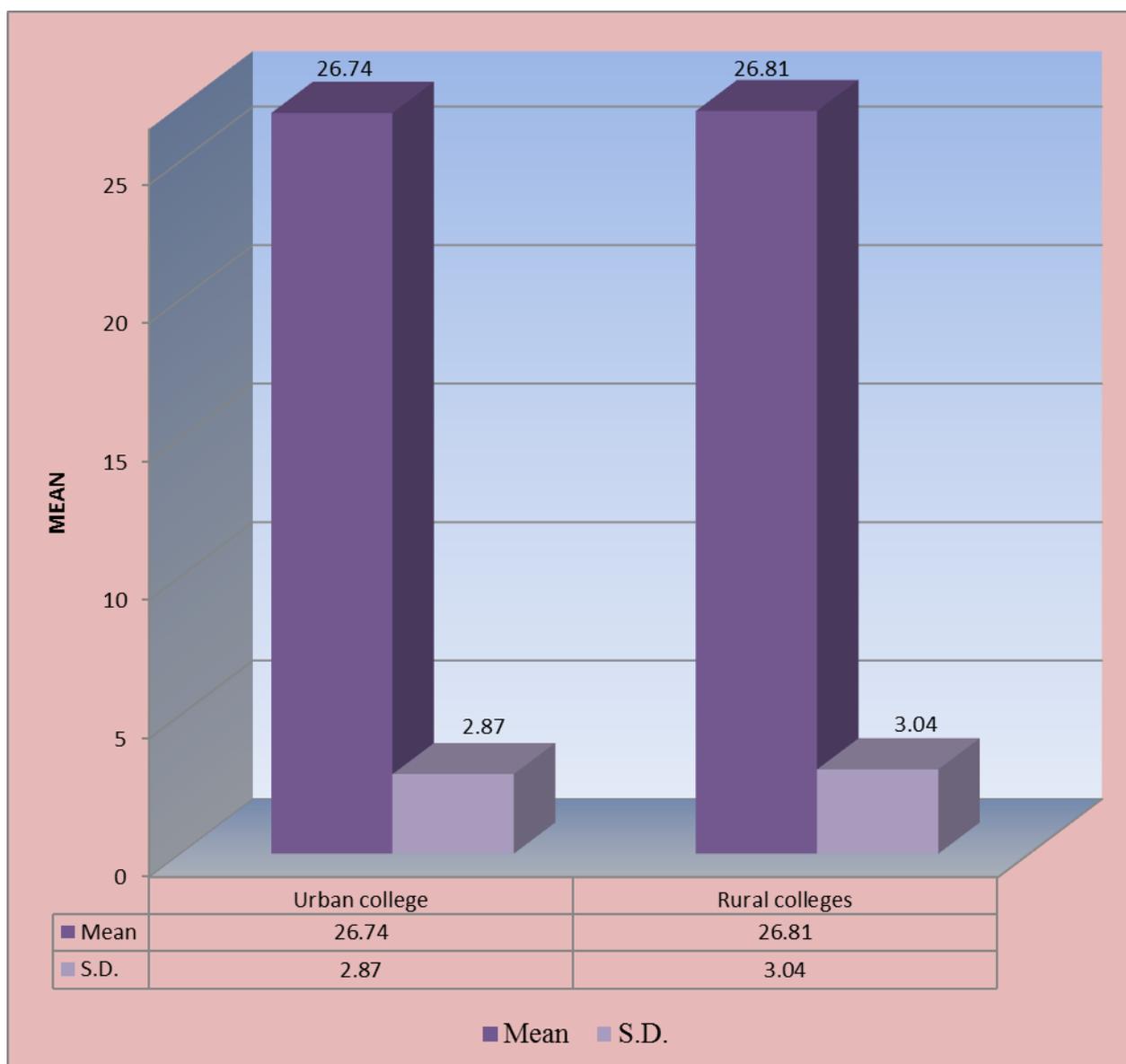


FIGURE 4.17

**WORK PLACE VALUES AND ETHICS OF COLLEGES OF EDUCATION
SITUATED URBAN AND RURAL AREAS**

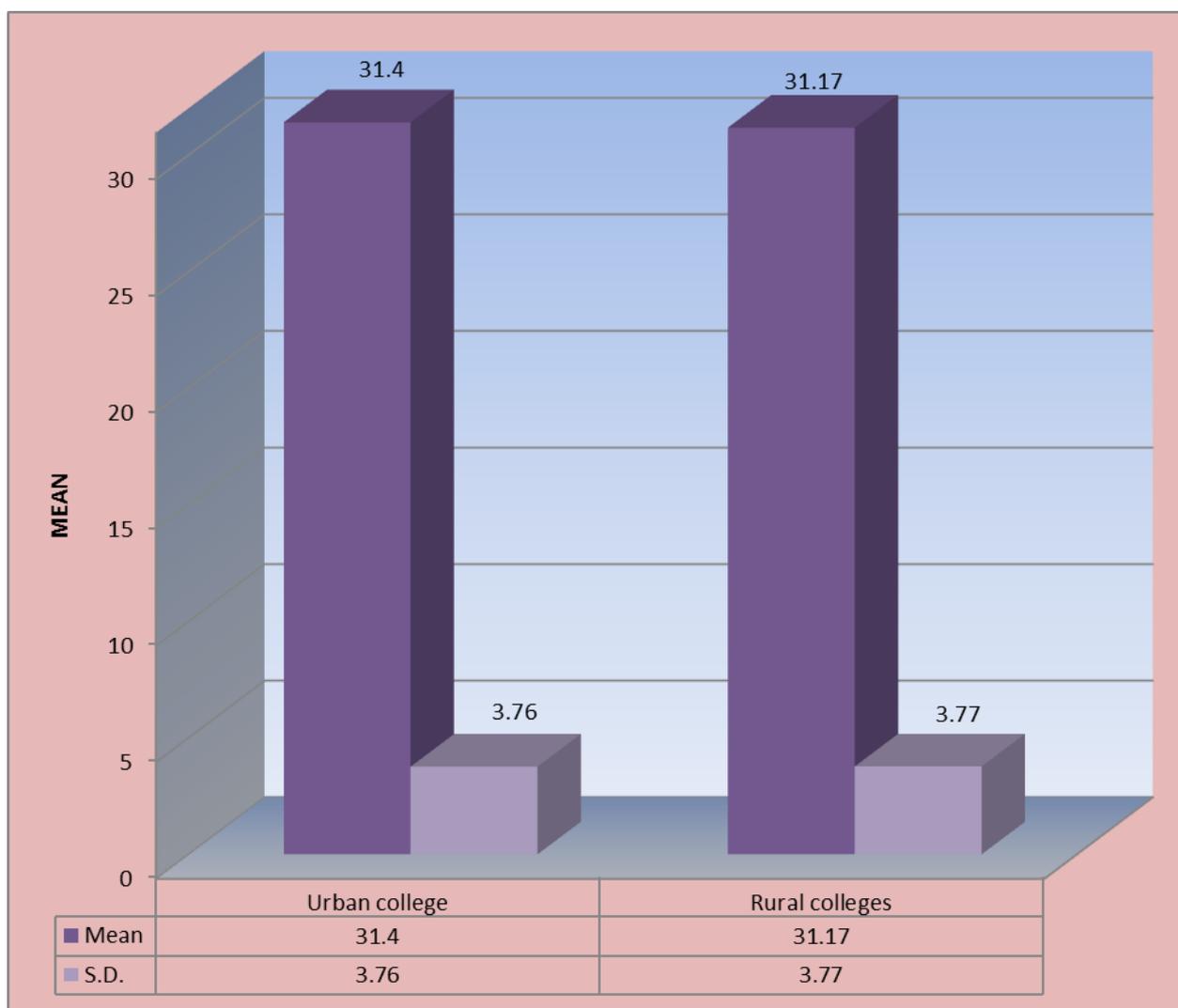


FIGURE 4.18

**EMPLOYEE MOTIVATION OF COLLEGES OF EDUCATION SITUATED
URBAN AND RURAL AREAS**

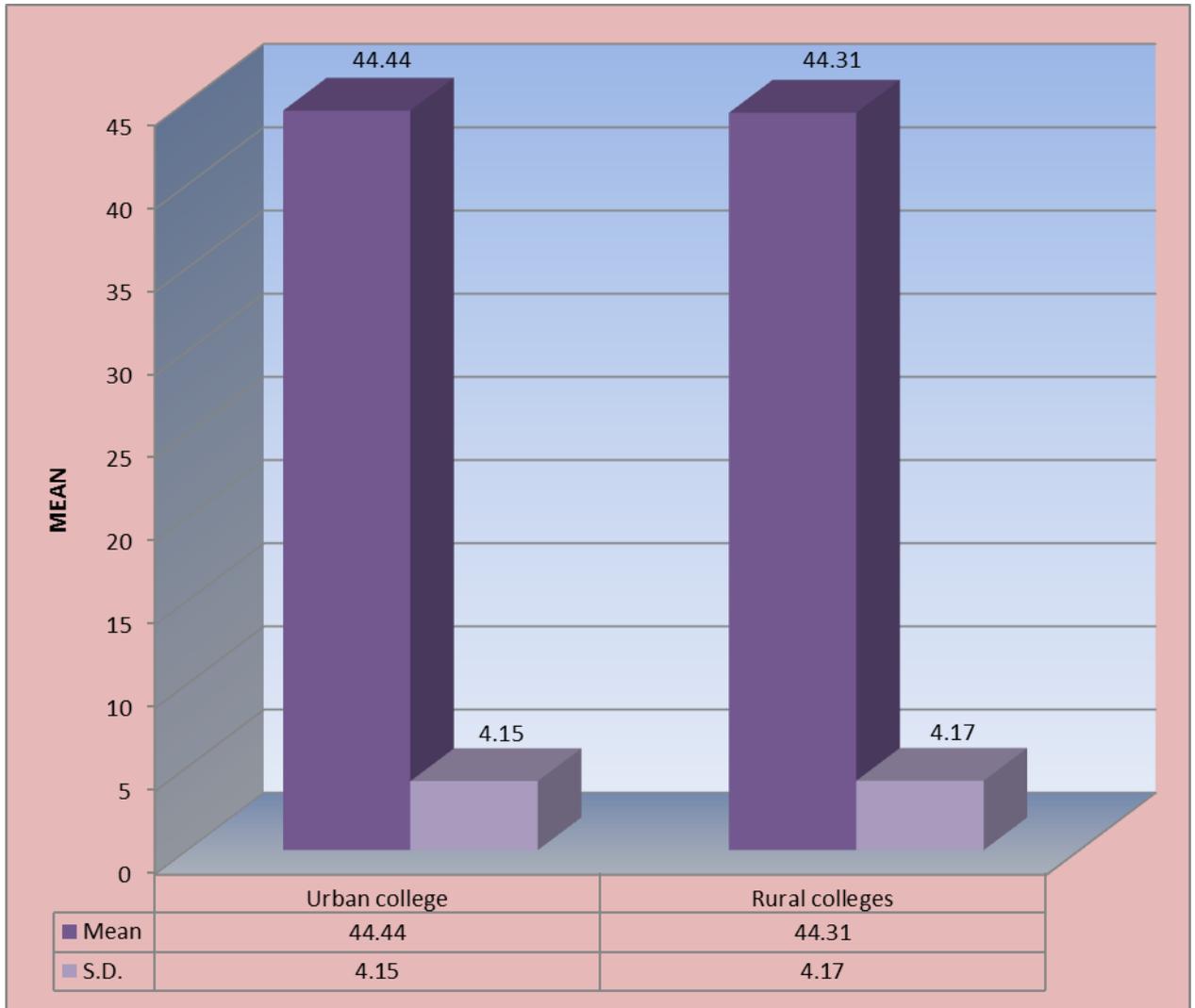
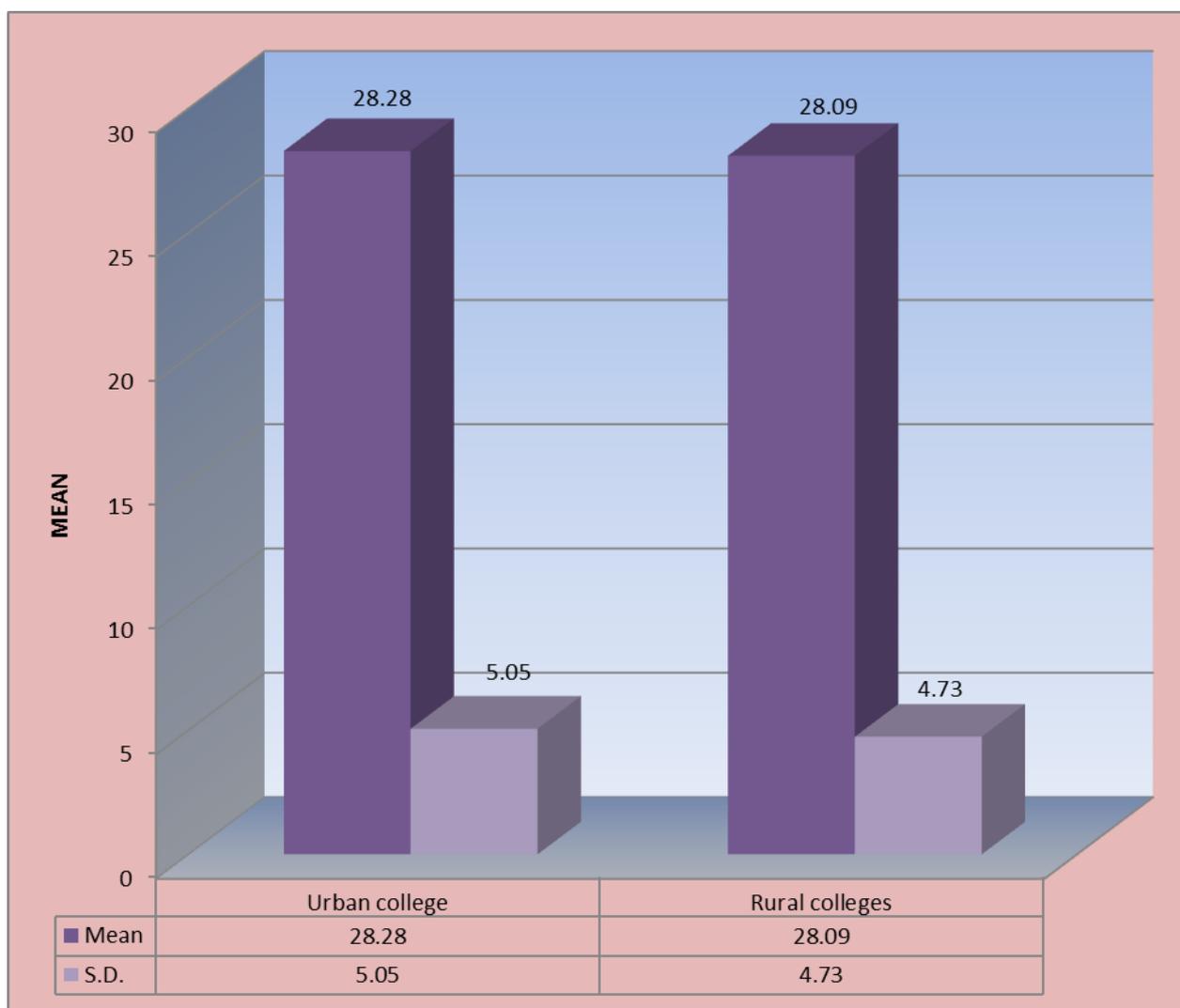


FIGURE 4.19

**STRESS MANAGEMENT OF COLLEGES OF EDUCATION SITUATED
URBAN AND RURAL AREAS**



4.7.3 (III) After descriptive analysis, it is clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education based on management.

TABLE 4.30
RELEVANT STATISTICS OF SCORES OF VARIABLES OF
ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS LEVEL OF
COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF
MANAGEMENT

	Variables	Sources of variation	SS	df	Mean square	F-ratio	Sig.
Team process level	Foundation of team dynamics	Between groups Within groups Total	106.926 47189.023 47295.949	4 1417 1421	26.732 33.302	0.803	0.523
	Decision making and employees involvement	Between groups Within groups Total	93.903 118141.0 118234.9	4 1417 1421	23.46 83.374	0.282	0.990
	Communicating in organizational setting	Between groups Within groups Total	152.534 59038.301 59190.835	4 1417 1421	38.134 41.664	0.915	0.454
	Organizational leadership	Between groups Within groups Total	549.174 150367.9 150917.1	4 1417 1421	137.294 106.117	1.294	0.270

1. 'F' value of 0.803 is not significant at 0.05 level. So the null hypothesis is accepted.
2. 'F' value of 0.282 is not significant at 0.05 level. So the null hypothesis is accepted.
3. 'F' value of 0.915 is not significant at 0.05 level. So the null hypothesis is accepted.
4. 'F' value of 1.294 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.21

TEAM DYNAMICS OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

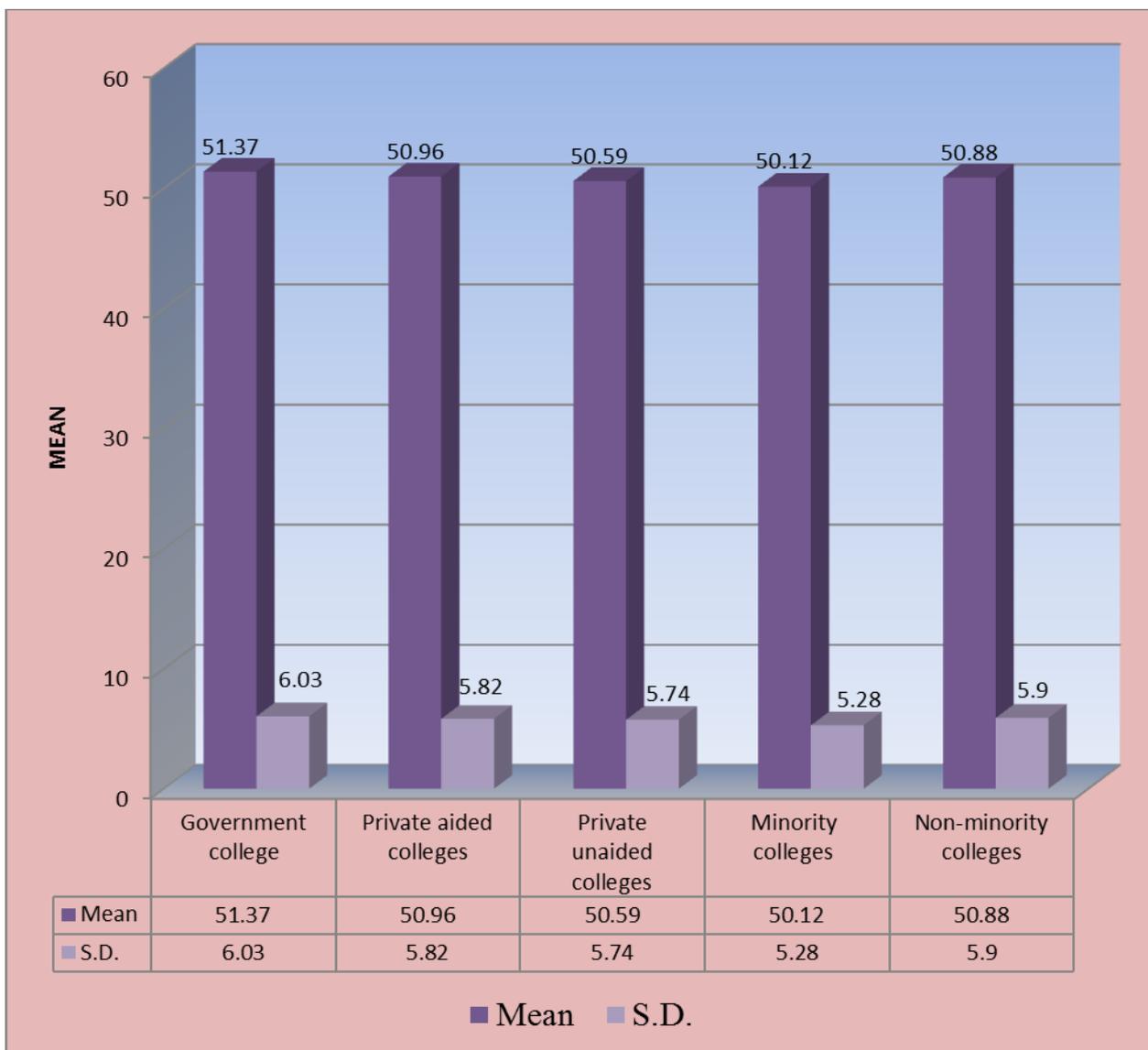


FIGURE 4.22

DECISION MAKING AND EMPLOYEE INVOLVEMENT OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

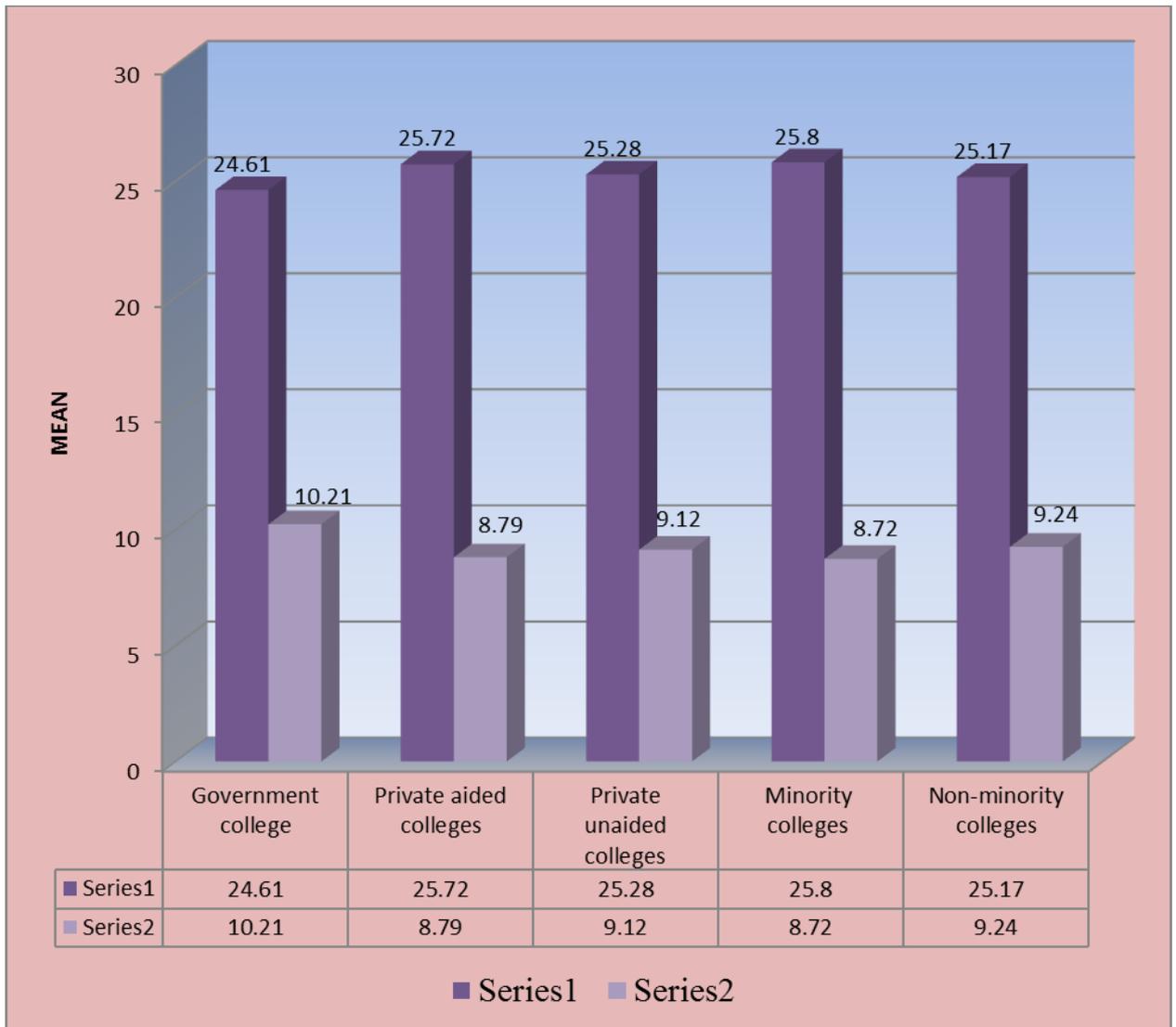


FIGURE 4.23

COMMUNICATING IN ORGANIZATIONAL SETTING OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

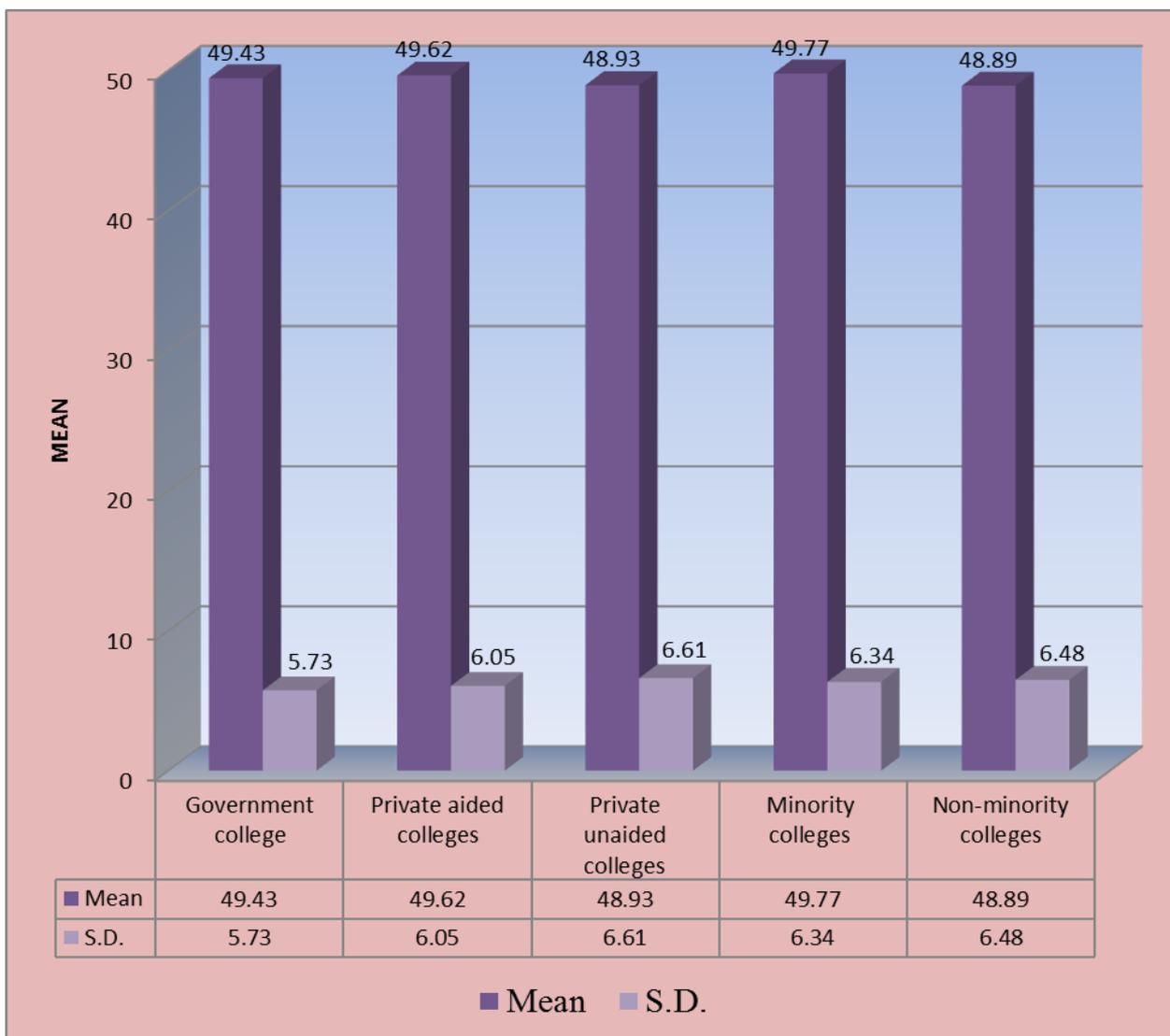
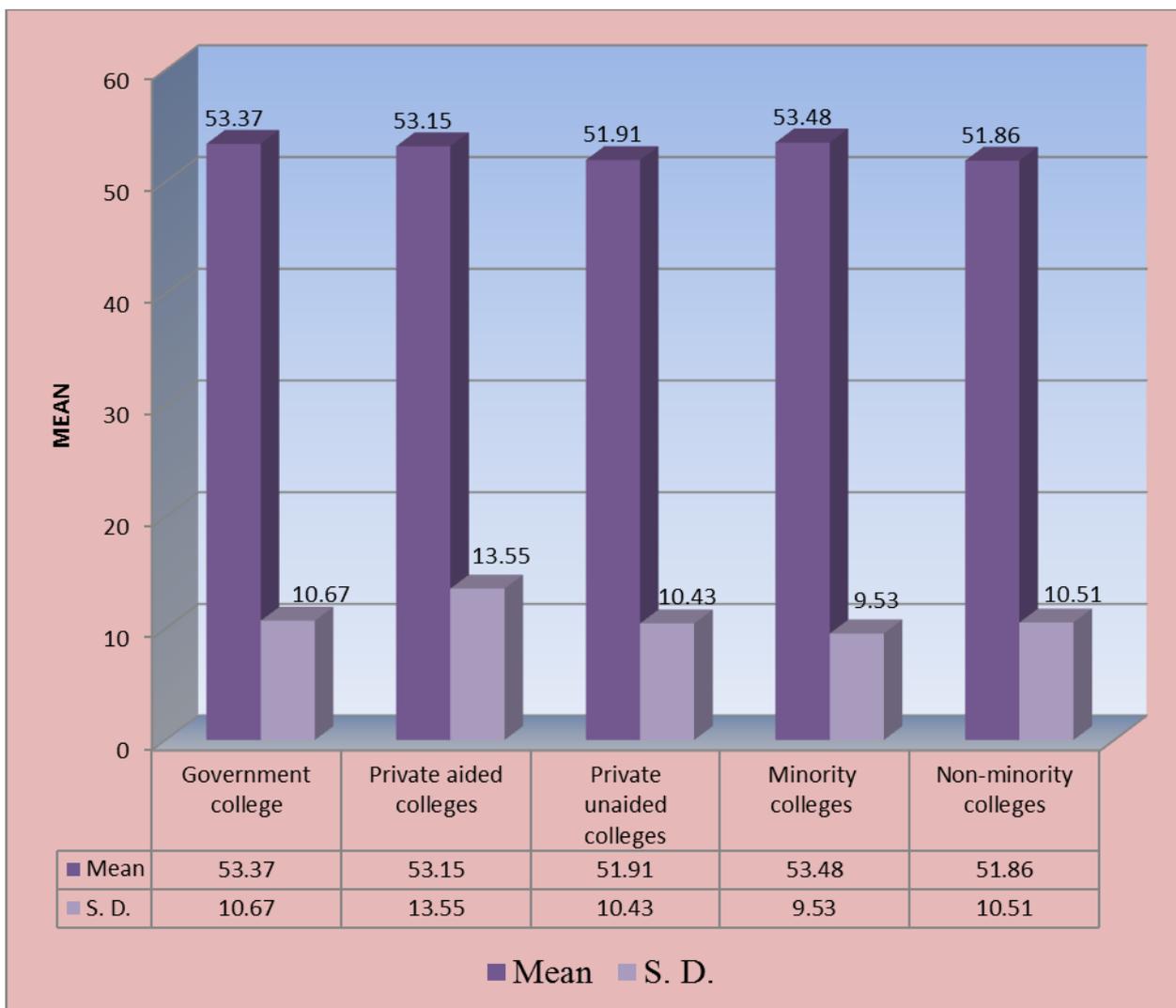


FIGURE 4.24

**ORGANIZATIONAL LEADERSHIP OF COLLEGES OF EDUCATION
MANAGED BY DIFFERENT TYPES OF MANAGEMENT**



4.4.4 Objective

To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.

4.4.4(III) After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. 't' test to find out whether there is any significant difference among Colleges of Education based on area.

TABLE 4.37

	Variables	Groups	N	Mean	SD	df	Table value		't' value	I.o.s.
Team process level	Foundation of team dynamics	Urban college	447	51.28	5.58	709	1.96	2.58	3.511	0.01
		Rural colleges	264	49.72	5.97					
	Decision making and employees involvement	Urban college	447	25.53	9.38	709	1.96	2.58	0.97	N.S.
		Rural colleges	264	24.86	8.79					
	Communicating in organizational setting	Urban college	447	49.85	9.49	709	1.96	2.58	4.151	0.01
		Rural colleges	264	47.80	6.86					
	Organizational leadership	Urban college	447	53.67	9.49	709	1.96	2.58	4.934	0.01
		Rural colleges	264	49.78	11.17					

**RELEVANT STATISTICS OF SCORES OF VARIABLES OF
ORGANIZATIONAL BEHAVIOR AT TEAM PROCESS LEVEL OF
COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS**

1. The 't' value is 3.511 which exceed 2.58 (table value) . Therefore the 't' value of 3.511 is significant at 0.01 level. So the null hypothesis is rejected.
2. The 't' value is 0.97 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.97 is not significant at 0.05 level. So the null hypothesis is accepted.
3. The 't' value is 4.151 which exceeds 2.58 (table value) . Therefore the 't' value of 4.151 is significant at 0.01 level. So the null hypothesis is rejected.
4. The 't' value is 4.934 which exceeds 2.58 (table value) . Therefore the 't' value of 4.934 is significant at 0.01 level. So the null hypothesis is rejected.

FIGURE 4.26

**TEAM DYNAMICS OF COLLEGES OF EDUCATION
SITUATED URBAN AND RURAL AREAS**

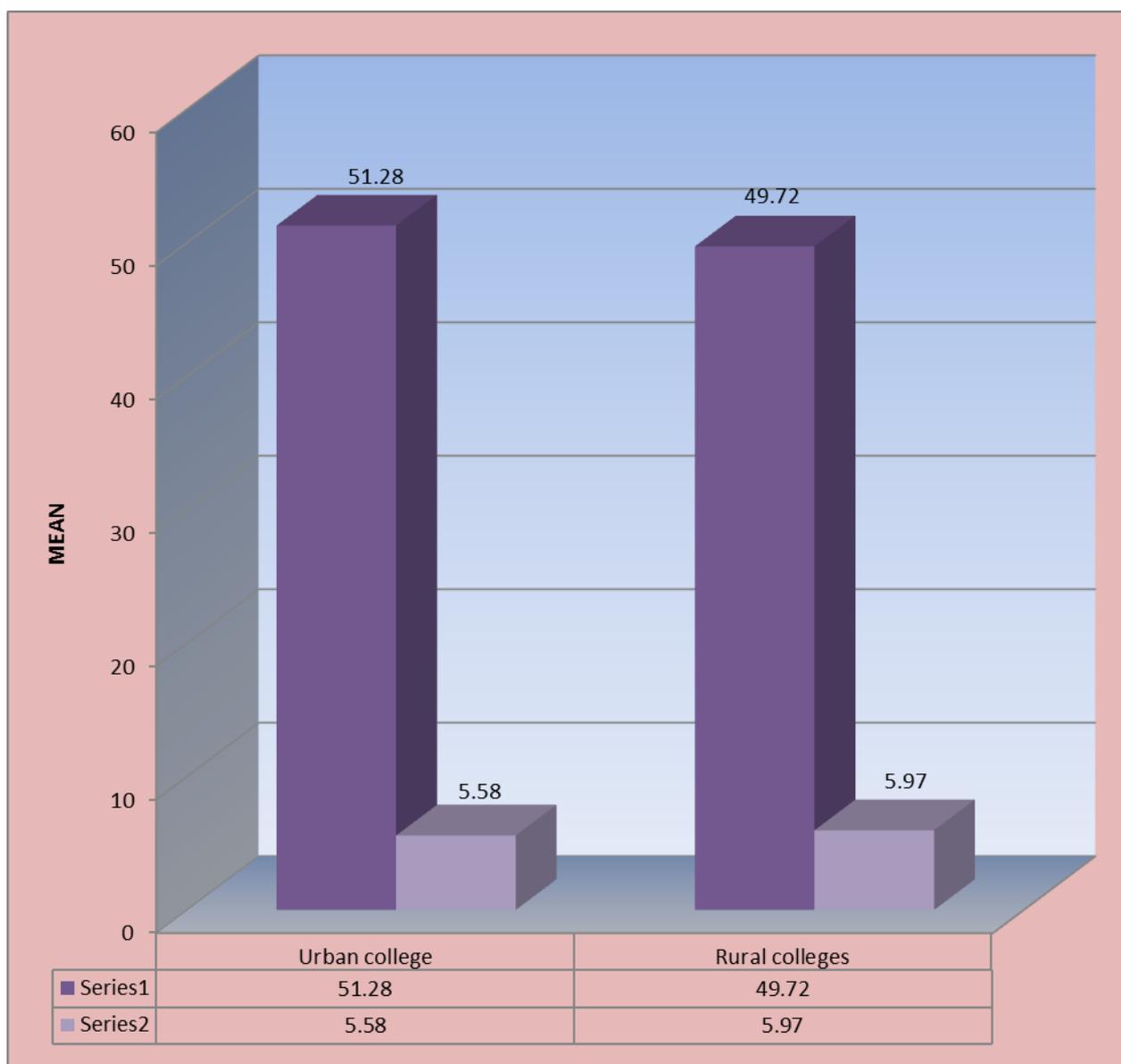


FIGURE 4.27

DECISION MAKING AND EMPLOYEE INVOLVEMENT OF COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS

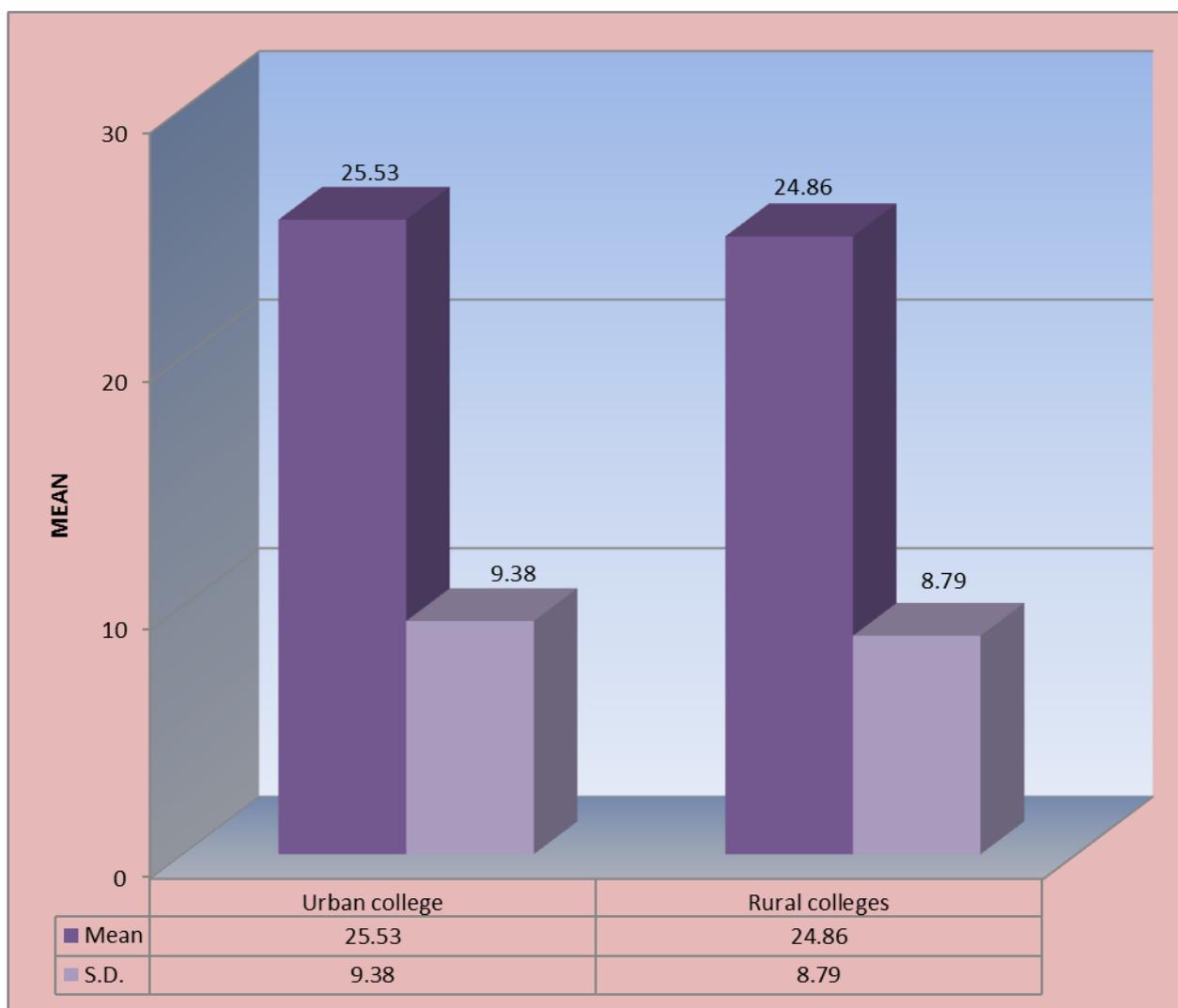


FIGURE 4.28

**COMMUNICATING IN ORGANIZATIONAL SETTING OF COLLEGES OF
EDUCATION SITUATED IN URBAN AND RURAL AREAS**

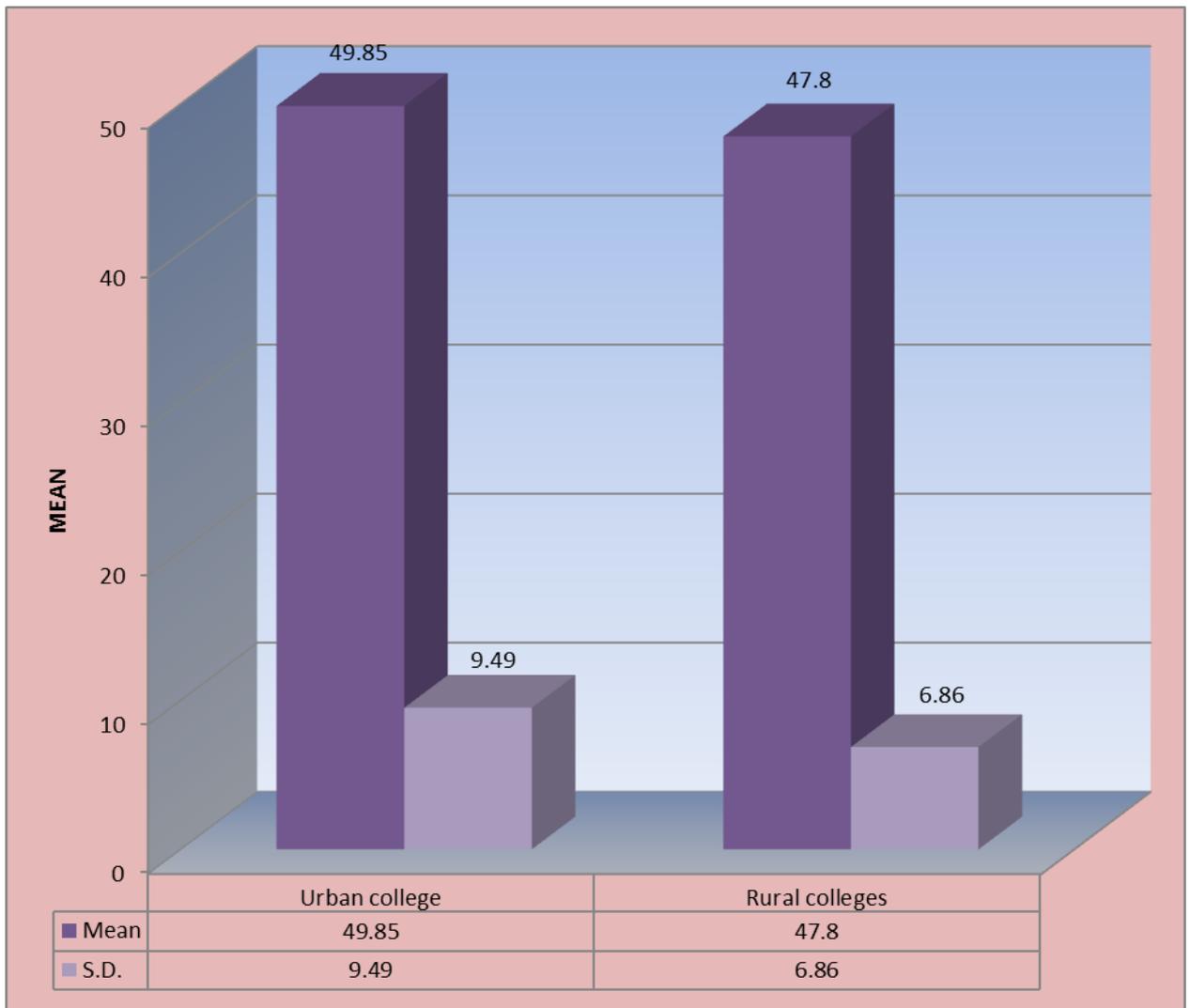
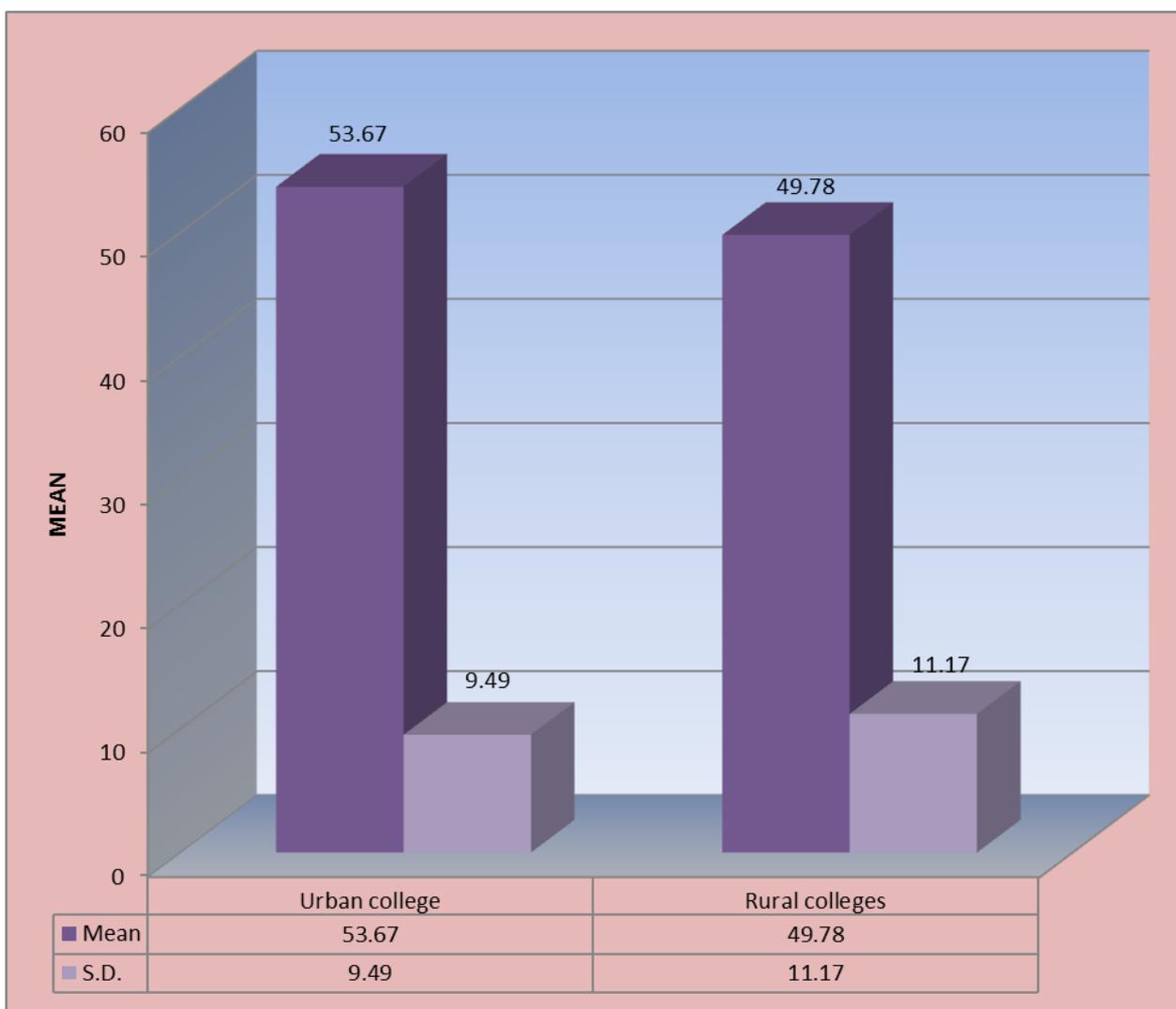


FIGURE 4.29

**ORGANIZATIONAL LEADERSHIP OF COLLEGES OF EDUCATION
SITUATED URBAN AND RURAL AREAS**



4.4.5 Objective

To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education managed by different types of management.

4.4.5 (II) HYPOTHESIS

There is no significant difference in the Organizational Behavior at organizational process level, in between the Colleges of Education managed by different types of management.

To test this hypothesis the 'F' test was applied.

Table 4.39 shows the result of the 'F' test of the scores of Organizational Behavior at organizational process level of Colleges of Education managed by different types of management i.e. government , private aided, private unaided, minority, non-minority.

TABLE 4.39

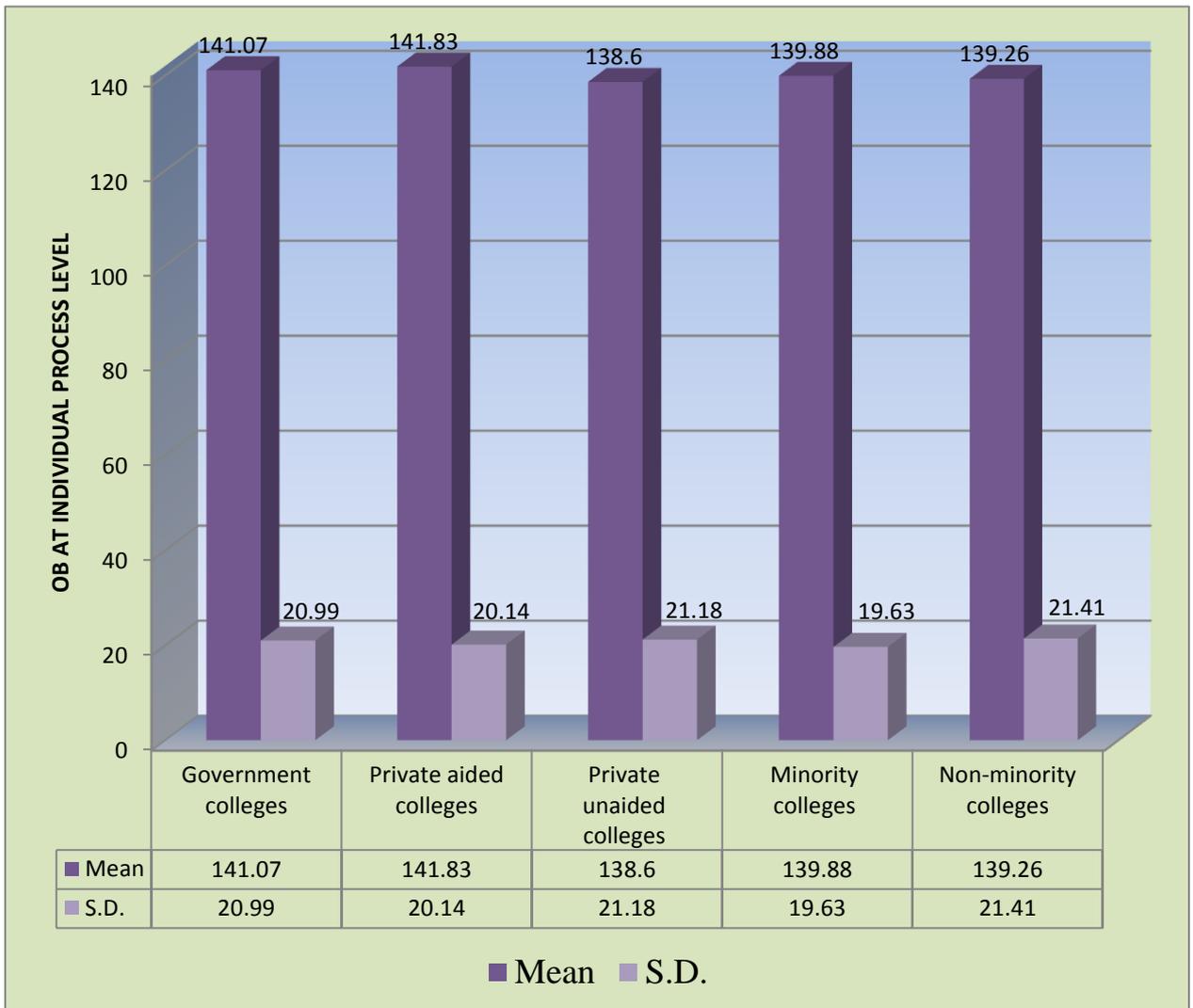
RELEVANT STATISTICS OF SCORES OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT.

	Sources of variation	SS	df	Mean square	F-ratio	Table value
Organizational process level	Between groups	1468.05	4	367.011	0.832	0.505
	Within groups	625081.1	1417	441.130		
	groups	626549.1	1421			
	Total					

The 'F' value is 0.832 which does not exceed 2.61(table value) Therefore the 'F' value of 0.832 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.30

**ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS
LEVEL OF COLLEGES OF EDUCATION OF DIFFERENT MANAGEMENT**



******Organizational Behavior at Organizational Behavior includes Organizational culture, Employee relationship, Organizational change and development. So the researcher analyzed each variable in detail.**

4.4.5 (III)After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education based on management.

TABLE 4.43

RELEVANT STATISTICS OF SCORES OF VARIABLES OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT TYPES OF MANAGEMENT

	Variables	Sources of variation	SS	df	Mean square	F-ratio	Sig.
Organizational process level	Organizational culture	Between groups	253.312	4	63.328	0.686	0.602
		Within groups	130829.1	1417	92.328		
		groups	131082.4	1421			
		Total					
	Employee relationship	Between groups	43.346	4	10.836	0.327	0.860
		Within groups	46963.03	1417	33.143		
		groups	4	1421			
		Total	47006.38	0			
	Organizational change and development	Between groups	329.496	4	82.374	1.649	0.159
Within groups		70770.25	1417	49.994			
groups		1	1421				
Total		71099.74	7				

1. 'F' value of 0.686 is not significant at 0.05 level. So the null hypothesis is accepted.
2. 'F' value of 0.327 is not significant at 0.05 level. So the null hypothesis is accepted.
3. 'F' value of 1.649 is not significant at 0.05 level. So the null hypothesis is accepted.

FIGURE 4.31

**ORGANIZATIONAL CULTURE OF COLLEGES OF EDUCATION
MANAGED BY DIFFERENT MANAGEMENT**

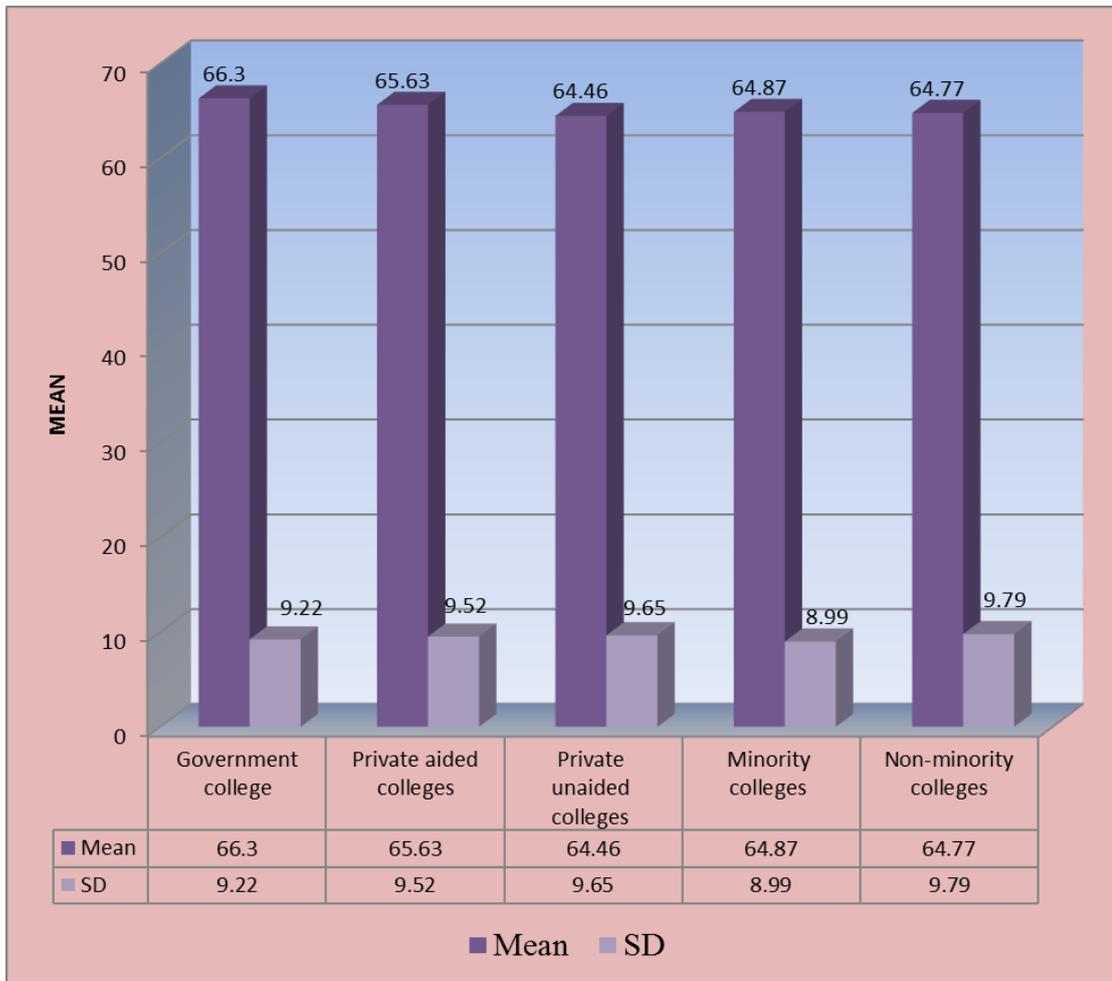


FIGURE 4.32

EMPLOYEE RELATIONSHIP OF COLLEGES OF EDUCATION MANAGED BY DIFFERENT MANAGEMENT

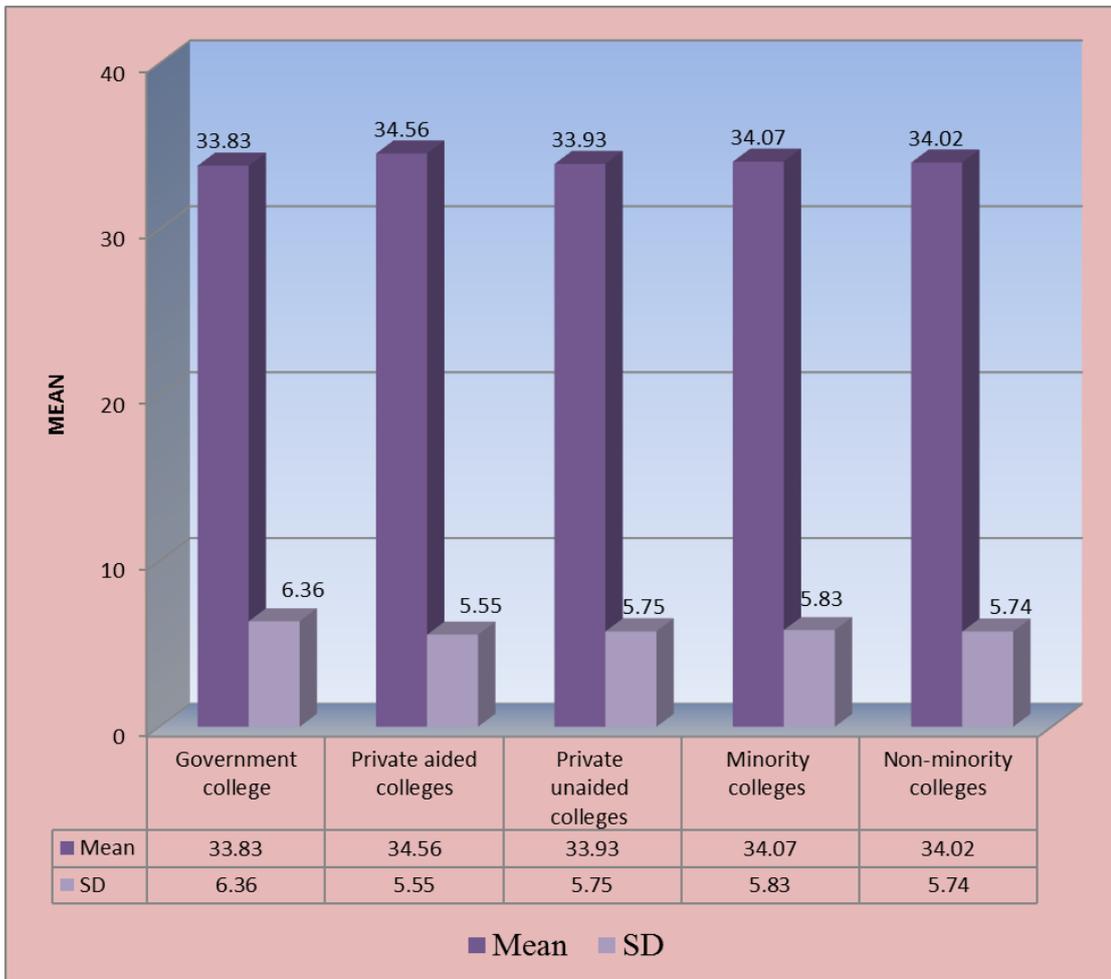
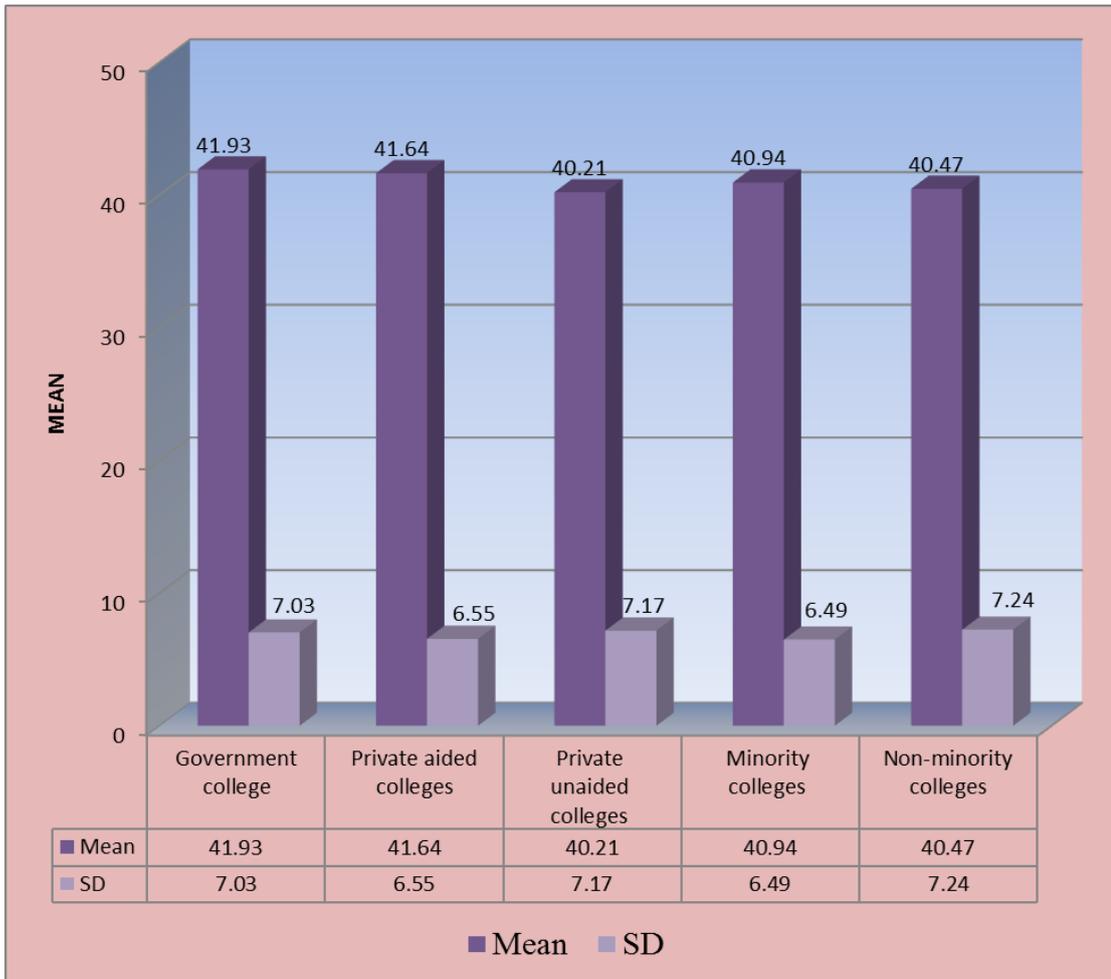


FIGURE 4.33

**CHANGE AND DEVELOPMENT OF COLLEGES OF EDUCATION
MANAGED BY DIFFERENT MANAGEMENT**



4.4.6 Objective

To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas

4.4.6 (I) Descriptive analysis of scores of Organizational Behavior at organizational process level, of colleges situated in urban and rural areas

TABLE 4.44

DESCRIPTIVE ANALYSIS OF SCORES OF ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS

Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Urban	447	141.44	143	144	20.18	-0.895	1.247
Rural	264	135.94	137.50	138	21.94	-0.562	0.091
Total sample	711	139.40	141	142	21.01	-0.765	0.680

From the table 4.44 it is referred that :-

- The mean, median and mode of Organizational Behavior scores at organizational process level, of urban teacher educators show that the distribution is near normal.
- The skewness of Organizational Behavior scores at organizational process level of urban teacher educators is negative.
- The distribution of Organizational Behavior scores at organizational process level of urban teacher educators is platykurtic.
- The mean, median and mode of Organizational Behavior scores at organizational process level, of rural teacher educators show that the distribution is near normal.
- The skewness of Organizational Behavior scores at organizational process level of rural teacher educators is negative.
- The distribution of Organizational Behavior scores at organizational process level of rural teacher educators is platykurtic.

4.4.6 HYPOTHESIS

There is no significant difference in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.

To test this hypothesis the 't' test was applied.

Table 4.45 shows the result of the 't' test of the scores of Organizational Behavior at organizational process level of Colleges of Education situated in urban and urban areas.

TABLE 4.45

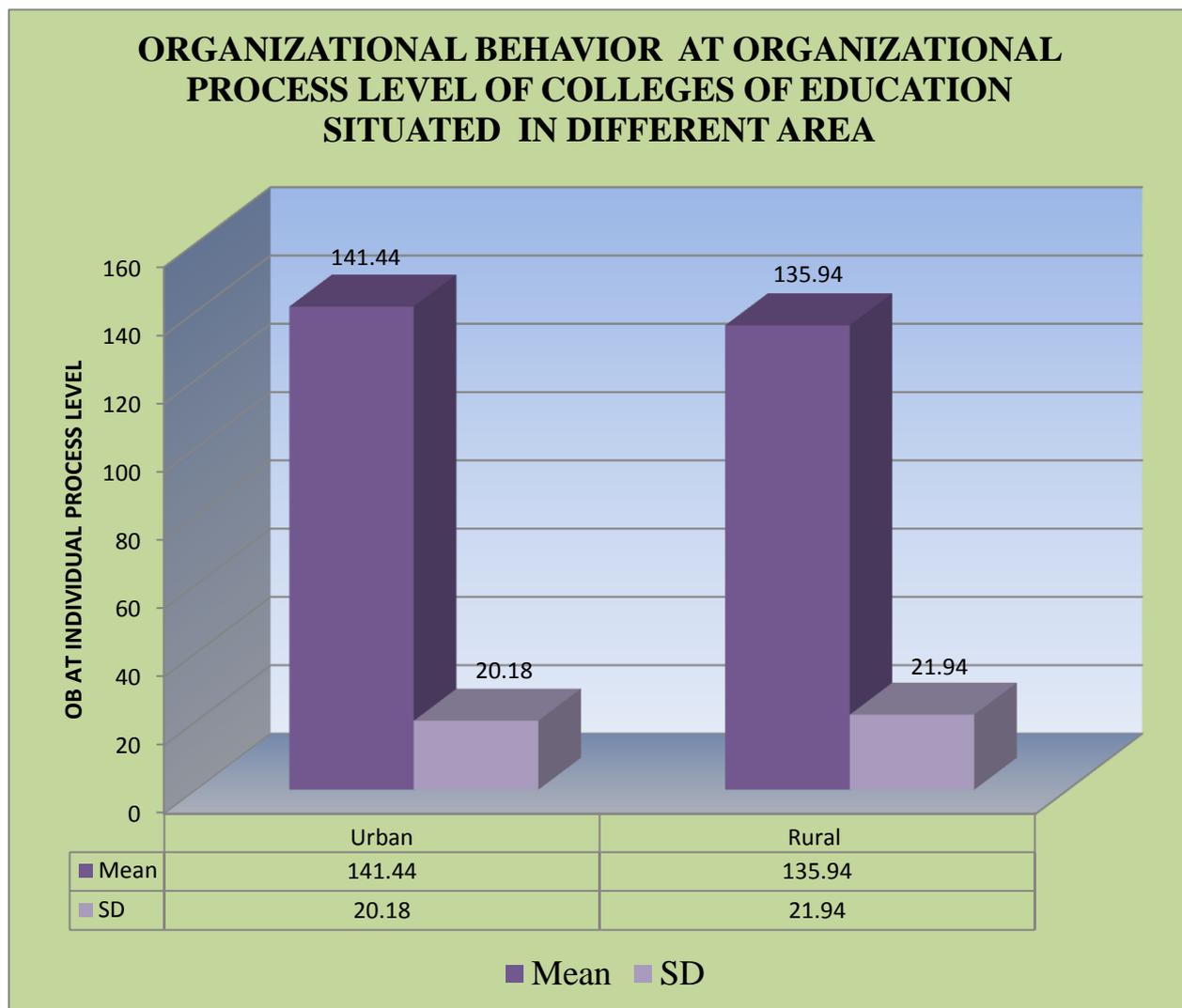
**RELEVANT STATISTICS OF SCORES OF ORGANIZATIONAL
BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF
EDUCATION SITUATED IN URBAN AND RURAL AREAS**

Groups	N	Mean	SD	df	Table value		't' value	l.o.s.
					At 0.05 level	At 0.01 level		
Urban college	447	141.44	20.18	709	1.96	2.58	3.397	0.01
Rural colleges	264	135.94	21.94					

The 't' value is 3.397 which exceeds 2.58 (table value) . Therefore the 't' value of 3.397 is significant at 0.01 level. So the null hypothesis is rejected.

FIGURE 4.34

ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS LEVEL OF COLLEGES OF EDUCATION SITUATED IN URBAN AND RURAL AREAS



******Organizational Behavior at Organizational Behavior includes Organizational culture, Employee relationship, Organizational change and development. So the researcher analyzed each variable in detail.**

4.4.6 (III)After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. ‘t’ test to find out whether there is any significant difference among Colleges of Education based on area.

TABLE 4.49
RELEVANT STATISTICS OF SCORES OF VARIABLES OF
ORGANIZATIONAL BEHAVIOR AT ORGANIZATIONAL PROCESS
LEVEL OF COLLEGES OF EDUCATION SITUATED IN
URBAN AND RURAL AREAS

	Variables	Groups	N	Mean	SD	df	Table value	‘t’ value	l.o.s.	N.S.
Organizational process level	Organizational culture	Urban college	447	65.67	9.37	709	1.96	2.58	3.179	0.01
		Rural colleges	264	63.31	9.84					
	Employee relationship	Urban college	447	34.55	5.61	709	1.96	2.58	3.162	0.01
		Rural colleges	264	33.15	5.89					
	Organizational change and development	Urban college	447	41.22	6.70	709	1.96	2.58	3.185	0.01
		Rural colleges	264	39.48	7.56					

1. The ‘t’ value is 3.179 which exceed 2.58 (table value) . Therefore the ‘t’ value of 3.179 is significant at 0.01 level. So the null hypothesis is rejected.
2. The ‘t’ value is 3.162 which exceed 2.58 (table value) . Therefore the ‘t’ value of 3.162 is significant at 0.01 level. So the null hypothesis is rejected.
3. The ‘t’ value is 3.185 which exceed 2.58 (table value) . Therefore the ‘t’ value of 3.185 is significant at 0.01 level. So the null hypothesis is rejected.

FIGURE 4.35

**ORGANIZATIONAL CULTURE OF COLLEGES OF EDUCATION
SITUATED URBAN AND RURAL AREAS**

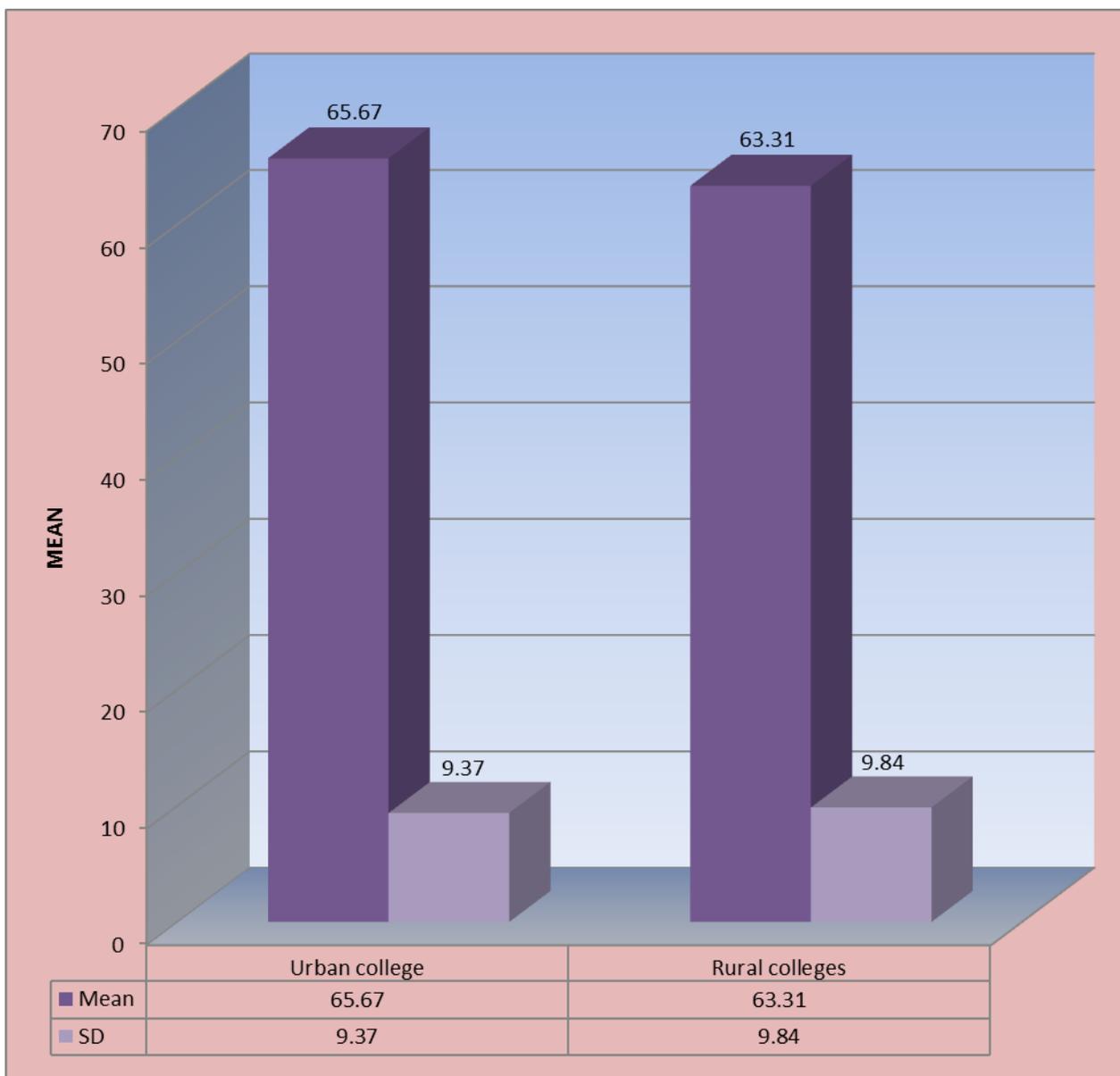


FIGURE 4.36

**EMPLOYEE RELATIONSHIP OF COLLEGES OF EDUCATION SITUATED
URBAN AND RURAL AREAS**

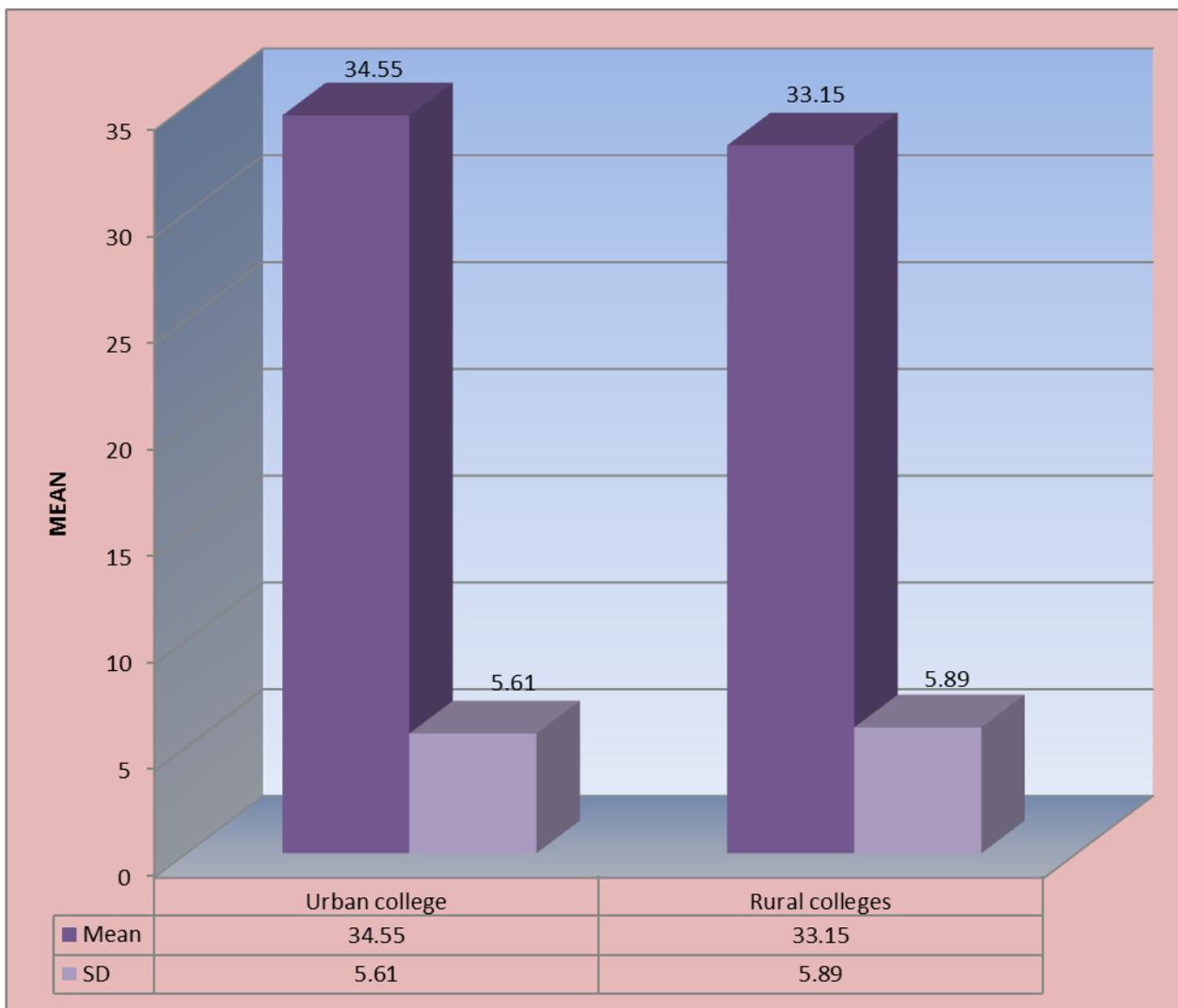
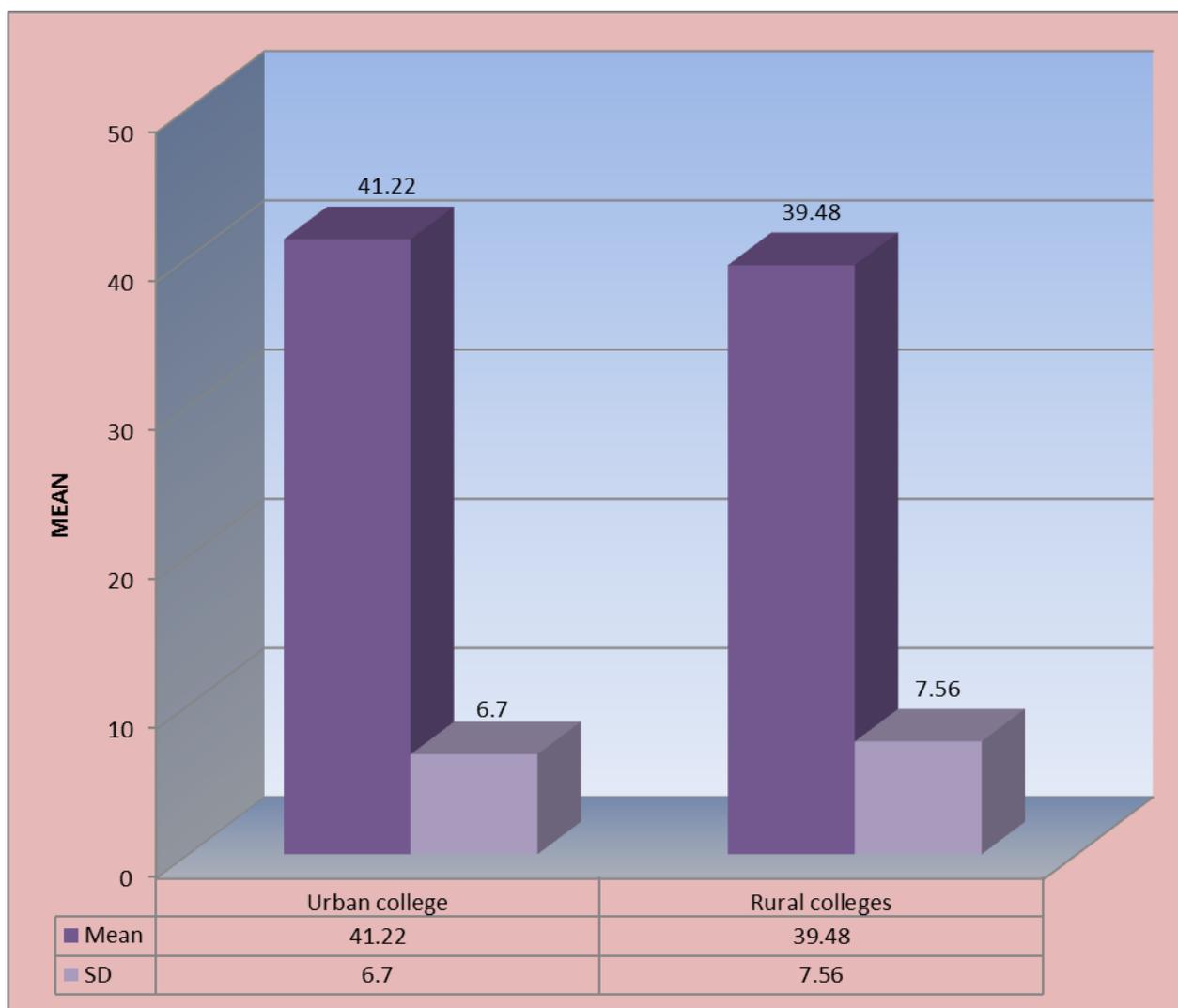


FIGURE 4.37

**ORGANIZATIONAL CHANGE AND DEVELOPMENT OF COLLEGES OF
EDUCATION SITUATED IN URBAN AND RURAL AREAS**



4.5 QUALITATIVE ANALYSIS

The qualitative analysis was done with the data obtained from principals through Organizational Behavior Interview Schedule.

Qualitative content analysis

Qualitative content analysis has been defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278),¹

“An approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification” (Mayring, 2000, p.2)²

Hsieh and Shannon (2005) discussed three approaches to qualitative content analysis, based on the degree of involvement of inductive reasoning. The first is conventional qualitative content analysis, the second approach is directed content analysis and the third approach is summative content analysis.

For the purpose this study, the second approach i.e. directed content analysis is used in which initial coding starts with a theory or relevant research findings. Then, during data analysis, the researchers immerse themselves in the data and allow themes to emerge from the data. The purpose of this approach usually is to validate or extend a conceptual framework or theory.

4.5.1 Process of Qualitative content analysis.

Qualitative analysis is undertaken by analyzing the content. The content analysis is done with the help of tally frequency of the occurrences of the same responses. The content is spread in three levels. They are individual process level, team process level and organizational process level. In each level of the content, the different variables are qualitatively analyzed considering the quality attributes of different variables. After content analysis, the result found was as under:

Step 1: Prepared the Data for analysis

The data was collected through interviewing principals. Almost all the questions were considered for the purpose of content analysis. Transcribe the interview into text. The object of content analysis was interview transcripts.

Step 2: Defined the Unit of analysis

The unit of analysis refers to the basic unit of text to be classified during content. In these interview transcripts, statements made, o sometimes the group of sentences which gives sense are considered as unit of analysis.

The researcher marked with a Highlighter all statements that are relevant to the Organizational Behavior i.e. any description, statement which is related to different variables of Organizational Behavior taken into consideration for the present study.

Step 3: Developed Categories

Content categories can be defined as compartments or “pigeon holes” with explicitly stated boundaries into which the units of content are coded for analysis. Categories and a coding scheme can be derived from three sources: the data, previous related studies, and theories. Coding schemes can be developed both inductively and deductively. For this present study, the researcher had a theory of Organizational Behavioron which to base the inquiry. So the researcher generated an initial list of coding categories from the theory. The analysis was done considering the following different variables at three levels i.e. Individual process level, team process level and organizational process level.

Categories	
Learning in organization	Initiative taken by college for the learning in organization
	Responses by the teachers
	Attitude towards learning
Work place ethics and values	Extent of values and ethics followed by principals
	Principals’ perception of teachers’ values and ethics
Employee motivation	Strategies of motivation adopted in the college
	Perception of principals about motivation of teachers

Stress management	Level of stress management of principals
	Perception of principals about stress of teachers
Foundations of team dynamics	Efforts to encourage team work of teachers
	Team work of teachers
Decision making and employee involvement	Teachers' involvement in decision making
	Reasons for involvement/ lack of involvement
Communicating in organizational setting	Communication channels used
	Effectiveness of communication
	Communication barriers
Organizational leadership	Extent of transformational and transactional leadership
Organizational culture	Extent of organizational culture i.e. responsive culture, relational culture and performance culture
	Unique culture of organization
Employee relationship	Relationship among teachers
	Relationship with management
Organizational change and development	Efforts taken to cope up with change
	Strategies to face change

Step 4: Coding system

The researcher transported all the relevant sentences into related categories. First of all the statements which shows the presence of each variables of Organizational Behavior were separated. Based on coding system, the presence of each variable was fixed. Further tally frequency was used to find out the percentage. The percentage shows how many principals feel that particular variable of Organizational Behavior is followed in their institution. The statements which reflected other information such as different strategies, activities, healthy practices etc. were separated of its variable wise. Put similar units together in a pile. The researcher labeled each pile as initial

categories (themes) using key words. She used some categories sparingly and revised categories as continued to code data. Then she went through the entire interview transcript identifying distinct units, grouping and regrouping similar and dissimilar units, and re-labeling categories.

Step 7: Draw conclusions from the coded data

This step involves making sense of the themes. At this stage, the researcher used tally frequency and made inferences and presented her reconstructions of meanings derived from the data. The researcher explored the dimensions of categories, identified relationships between categories and tested categories against the full range of data.

Step 8: Reported Findings

The findings were presented in terms of percentage as well as description.

CHAPTER 5

SUMMARY AND CONCLUSIONS

5.10 FINDINGS AND DISCUSSION

Findings and discussion based on data collected from teacher educators through Organizational Behavior Scale

The analysis is done objective wise.

1. The first objective is as follows:

To study the Organizational Behavior of the Colleges of Education at the individual process level.

Result: 70.60 % teacher educators of Maharashtra state perceive that there is 'satisfactory' Organizational Behavior at individual process level in their Colleges of Education whereas according to the responses of 13.92 % and 15.47% teacher educators, there is 'good' and 'not satisfactory' Organizational Behavior in their colleges respectively.

Many of the teacher educators of Maharashtra state perceive that there is satisfactory level of Organizational Behavior. Out of remaining teacher educators, very few teacher educators perceive good level of Organizational Behavior at individual process level. Similarly very few teacher educators perceive 'not satisfactory' Organizational Behavior at individual process level. Overall Organizational Behavior at individual process level of Colleges of Education in Maharashtra state is satisfactory.

Discussion: Organizational Behavior at individual process level of Colleges of Education is satisfactory. But very few Colleges of Education have 'good' Organizational Behavior at individual process level. Organizational Behavior at individual process level includes learning in organizations, work place values and ethics, foundation of employee motivation and stress management. On the basis of further analysis, it was found that there is some initiative by the Colleges of Education

for the sake of learning of their employees. Above all teacher educators themselves take some initiative to enhance their learning. The efforts taken by the institutions to motivate the teacher educators got some momentum. Values, ethics were given importance in the field of teacher education to some extent. There are few efforts taken by the organization for the motivation of their employees. Teachers are under stress due to time constraint, role ambiguity, role conflicts and workload. They are able to manage stress to some extent. The results are in line with the studies done by Ruth Reese (2001)³ who reported that teachers have high levels of work-related stress and Lease S.H. (2004)⁴ studied occupational role stressors, coping, support, and hardiness as predictor of strain in academic faculty. Addison, Rosemary; Brundrett, Mark (2008)⁵ suggested that the demotivators for teachers in primary schools are workload factors. HinaRehman (1997)⁶ showed that long working hours and stress were significantly positively correlated. Punch and Tutteman (1996) identified stressors in the study were i) inadequate access to facilities ii) intrusion of school related work into recreational time iv) excessive societal expectations. In an investigation of teacher stress by Boyle, Borge, Falzon and Baglioni (1995) dimensions of stress were workload, professional recognition needs, time/resources difficulties, and poor colleague's relation, and work load.

- a) Further the researcher did categorical distribution of Organizational Behavior at individual process level of Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority Colleges of Education.

Result: 28.26% teacher educators from government colleges whereas 12.83% teacher educators from private unaided Colleges of Education reflect 'not satisfactory' Organizational Behavior at individual process level. 74.16 % teacher educators from private unaided colleges and 58.70% teacher educators from government colleges perceive 'satisfactory' Organizational Behavior at individual process level. 17.90 % teacher educators from minority Colleges of Education and 12.75% from non-minority Colleges of Education fall in the category of 'good' Organizational Behavior. 18.11% private aided college teacher educators perceive 'good' Organizational Behavior at individual process level.

Many teacher educators of private unaided colleges, minority, non-minority colleges and some teacher educators of government colleges and private aided colleges perceive 'satisfactory' Organizational Behavior at individual process level. Few but comparatively highest percentages of teacher educators from government colleges reflect 'not satisfactory' Organizational Behavior at individual process level. Comparatively less teacher educators from government Colleges of Education perceive 'satisfactory' Organizational Behavior. Comparatively least percentage of private unaided college teacher educators reflects 'not satisfactory' Organizational Behavior at individual process level. Comparatively highest private aided Colleges of Education teacher educators perceive 'good' Organizational Behavior at individual process level.

Discussion: The level of Organizational Behavior at individual process level itself is satisfactory in all Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority. With respect to management of Colleges of Education, government colleges show lower Organizational Behavior than that of other type of management of Colleges of Education. The private unaided colleges, minority and non-minority colleges managed to maintain satisfactory level of Organizational Behavior at individual process level as compared to private aided and government colleges. Though this difference is not significant, mean scores of Organizational Behavior at individual process level of government Colleges of Education is lowest i.e. 127.98 and mean of private unaided Colleges of Education is highest i.e. 131.18.

Organizational Behavior at individual process level includes learning in organization, work place ethics and values, foundations of employee motivation, stress management. Taking into consideration the mean scores of each variable, it was found that many unaided Colleges of Education reflect 'satisfactory' Organizational Behavior is due to higher foundations of employee motivation, stress management, learning in organization and work value and ethics. Large number of government Colleges of Education reflects

‘not satisfactory’ Organizational Behavior is due to lower learning in organization and work values and ethics.

- b) Further the researcher did categorical distribution of Organizational Behavior at individual process level of Colleges of Education based on area i.e. urban and rural Colleges of Education.

Result: 70.25% teacher educators from urban colleges and 71.21 % teacher educators from rural colleges perceive ‘satisfactory’ Organizational Behavior at individual process level. Teacher educators from urban colleges fall in the category of ‘good’ Organizational Behavior at individual process level is higher (i.e. 15.21%) than that of those from rural areas (i.e.11.74%). Whereas teacher educators from urban colleges fall in the category of ‘not satisfactory’ Organizational Behavior at individual process level is lower (i.e. 14.54%) than that of those from rural areas (i.e. 17.05%).

Many teacher educators from urban and rural areas perceive ‘satisfactory’ Organizational Behavior. Very few but comparatively higher number of teacher educators from rural Colleges of Education reflect ‘not satisfactory’ Organizational Behavior than that of teacher educators urban Colleges of Education. Very few but comparatively more percentages of teacher educators from urban Colleges of Education perceive ‘good’ Organizational Behavior than that of teacher educators from rural area.

Discussion: The level of Organizational Behavior at individual process level is satisfactory in all Colleges of Education situated in different area i.e. rural and urban. Many colleges have satisfactory level of Organizational Behavior. From this analysis it was found that comparatively more urban colleges show better Organizational Behavior at individual process level. If we consider mean score of Organizational Behavior at individual process level, urban colleges score slightly higher than rural colleges. Mean scores of work place ethics and values, foundations of employee motivation and stress management are slightly higher in case of urban Colleges of Education.

2. The forth objective is as follows:

To study the Organizational Behavior of the Colleges of Education at the team process level.

Result: 70.04 % teacher educators of Maharashtra state perceive that there is 'satisfactory' Organizational Behavior at team process level in their Colleges of Education where as 16.74 % teacher educators reflect 'good' Organizational Behavior at team process level in their College of Education and 13.22% teacher educators perceive 'not satisfactory' Organizational Behavior at team process level in their College of Education.

Many teacher educators of Maharashtra state perceive that there is 'satisfactory' Organizational Behavior. Out of remaining teacher educators, very few teacher educators fall in the category of 'good' Organizational Behavior at team process level and 'not satisfactory' Organizational Behavior at team process level. Organizational Behavior at team process level of Colleges of Education in Maharashtra state is satisfactory.

Discussion: Colleges of Education in Maharashtra state have 'satisfactory' Organizational Behavior at team process level. Organizational Behavior at team process level includes foundation of team dynamics, decision making and employee involvement, communicating in organizational settings and organizational leadership. From the further analysis it was found there is some initiative by the Colleges of Education to create environment which encourages the teachers to work in a team rather than individually. Above all teacher educators might hesitant to work in teams. They may prefer to work individually. The college lack behind in creating committees, assignments, projects which demands interdependence of teachers. Many a time principals take decisions without involving teachers. Even if the principals describe the problem to teachers in a meeting in which they discuss information and recommendations. The principal makes the final decision, which does not necessarily reflect the advice that teachers have provided. This result was in partially support of Srivastava, R.K. (2000) that nearly $\frac{1}{2}$ of teachers opined that the headmaster discussed the problems prevailing in the school. But $\frac{1}{4}$ of teachers said that headmasters seek advice of teachers on all occasion. More or less proportion of

teachers perceived that their advices were considered in decision making process. Teachers have open communication to some extent. There are some barriers in communication in the organization. This finding is supported by SidikaGizir and HasanSimsek (2005)⁷ who examined communication in an academic context. Faculty members perceive a number of significant communication problem areas regarding work-related communication and overall departmental communication. Principals managed to follow transformational as well as transactional leadership in the organization to some extent.

- a) Further the researcher did categorical distribution of Organizational Behavior at team process level of Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority Colleges of Education.

Result: 71.93% of teacher educators from private unaided colleges and 71.04% from non-minority colleges perceive ‘satisfactory’ Organizational Behavior at team process level in their organization. 23.91%, 21.26% and 21.60 teacher educators of government colleges, private aided and minority Colleges of Education reflect ‘good’ Organizational Behavior at team process level where only 15.12% teacher educators from non-minority colleges and 14.67 % teacher educators from private aided colleges perceive ‘good’ Organizational Behavior at team process level. Private aided college has 11.81 % and minority colleges have 11.11% of teacher educators who perceive that there is ‘not satisfactory’ Organizational Behavior at team process level.

It was found that few but comparatively higher percentages of teacher educators from government, private aided and minority Colleges of Education reflect ‘good’ Organizational Behavior at team process level than that of private unaided and non-minority Colleges of Education. Very few percentage of teacher educators from aided and minority Colleges of Education perceive ‘not satisfactory’ Organizational Behavior. Many teacher educators from private aided, private unaided, minority and non-minority Colleges of Education perceive ‘satisfactory’ Organizational Behavior at team process level.

Discussion: The level of Organizational Behavior at team process level is satisfactory in all Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority. Most of the colleges fall in the category of ‘satisfactory’ Organizational Behavior. With respect to Organizational Behavior at team process level, Organizational Behavior of Government, aided and minority colleges is better than that of Colleges of Education of other types of management. Organizational Behavior at team process level of unaided colleges is lower than that of other colleges. Mean scores of Organizational Behavior at team process level of Colleges of Education support this result. The mean of government, private aided and minority Colleges of Education at team process level is 178.78, 179.45 and 179.17 respectively. The mean of Organizational Behavior at team process level of unaided College of Education is 176.71.

Comparatively highest number of teacher educators from government Colleges of Education perceives ‘good’ Organizational Behavior due to their higher team dynamics and organizational leadership. Comparatively more aided Colleges of Education fall in the category of ‘good’ Organizational Behavior and less in the category of ‘not satisfactory’ Organizational Behavior due to their higher decision making and teacher involvement and their higher level of communicating in organizational setting. Comparatively least private unaided Colleges of Education has ‘good’ Organizational Behavior due to their lower team dynamics, lower communicating in organizational setting and lower organizational leadership.

b) Further the researcher did categorical distribution of Organizational Behavior at team process level of Colleges of Education based on area i.e. urban and rural Colleges of Education.

Result: Approximately similar i.e. 70.69 % of teacher educators from urban area and 69.32% teacher educators from rural area perceive ‘satisfactory’ Organizational Behavior at team process level in their organization. 19.46% teacher educators of Colleges of Education from urban area and 18.94% teacher educators Colleges of Education from rural area perceive ‘good’

Organizational Behavior at team process level. 18.94 % teacher educators of Colleges of Education from rural area whereas 9.84% teacher educators of Colleges of Education from urban area perceive 'not satisfactory' Organizational Behavior at team process level.

Very few teacher educators perceive 'good' Organizational Behavior in their colleges. Similar is the case of 'not satisfactory' Organizational Behavior. Urban Colleges of Education have higher percentage of teacher educators who fall in the category of 'good' Organizational Behavior at team process level than that of rural colleges. Higher % of teacher educators from rural colleges perceive that there is 'not satisfactory' Organizational Behavior at team process level. It shows that colleges from urban area have better Organizational Behavior at team process level than that of colleges from rural area. This difference is significant. Most of the colleges belong to 'satisfactory' Organizational Behavior category.

Discussion: The level of Organizational Behavior at team process level itself is low in all Colleges of Education situated in different area i.e. rural and urban. Most of the colleges fall in the category of 'satisfactory' Organizational Behavior. Colleges of Education from urban areas show better Organizational Behavior than that of the colleges from rural areas. This result is supported by the mean scores of urban and rural Colleges of Education. Mean of urban colleges (i.e. 180.34) is higher than that of mean of urban colleges (i.e. 172.16). When analyzed in detail, mean scores of foundation of team dynamics, decision making and employees involvement, communicating in organizational setting and organizational leadership of urban colleges is higher than that of mean scores of rural colleges.

3. The seventh objective is as follows:

To study the Organizational Behavior of the Colleges of Education at organizational process level.

Result: 70.04 % teacher educators of Maharashtra state perceive satisfactory level of Organizational Behavior at organizational process level. Whereas 17.30 % teacher

educators feel there is good level of Organizational Behavior at organizational process level in their College of Education and 12.66 % teacher educators feel that there is not satisfactory level of Organizational Behavior at organizational process level in their College of Education.

Many teacher educators of Maharashtra state perceive that there is 'satisfactory' Organizational Behavior. Very few teacher educators perceive 'good' Organizational Behavior at organizational process level. Similarly very few teacher educators reflect 'not satisfactory' Organizational Behavior. Overall Organizational Behavior at organizational process level of Colleges of Education in Maharashtra state is satisfactory.

Discussion: Organizational Behavior at organizational process level includes organizational culture, employees' relationship, and organizational change and development. The result showed that there is presence of performance culture, relational culture and responsive culture to some extent. Colleges could maintain teachers' relationship with each other to satisfactory level. Organizations could cope up the changing scenario to some extent. But this picture is not very encouraging because very few Colleges of Education have 'good' Organizational Behavior.

- a) Further the researcher did categorical distribution of Organizational Behavior at organizational process level of Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority Colleges of Education.

Result: Approximately similar percentage of teacher educators i.e. 63.04% of government colleges, 67.72 from private aided colleges, 71.38% from private unaided colleges, 68.52% from minority colleges and 70.67% from non-minority colleges perceive 'satisfactory' Organizational Behavior at organizational process level. 22.83% of teacher educators from private aided and 22.22% teacher educators from minority colleges perceive that there is 'good' Organizational Behavior at individual process level. Only 9.45% teacher educators of private aided Colleges of Education and 9.26% teacher educators of minority colleges perceive 'not satisfactory' Organizational Behavior at organizational process level. 17.39% of teacher educators of

government colleges fall in the category of 'not satisfactory' Organizational Behavior.

Many teacher educators from all types of Colleges of Education perceive 'satisfactory' Organizational Behavior at organizational process level. Very few and comparatively least percentages of teacher educators of private aided Colleges of Education and minority colleges reflect 'not satisfactory' Organizational Behavior at organizational process level. The Colleges of Education of these both type show higher percentage of teacher educators in the category of 'good' Organizational Behavior at organizational process level. Comparatively higher percentage of teacher educators of government colleges fall in the category of 'not satisfactory' Organizational Behavior. Overall Colleges of Education of all types of management have 'satisfactory' Organizational Behavior at organizational process level.

Discussion: Aided, government and minority type of Colleges of Education show better Organizational Behavior than that of Colleges of Education of other type of management. Mean score of Organizational Behavior at organizational process level supports this finding. Mean of Organizational Behavior at organizational process level of private aided Colleges of Education i.e. 141.83 and government colleges i.e. 141.07 is higher. This difference is not significant. If we analyzed in detail, scores of organizational culture is higher in case of government colleges whereas lower in case of unaided colleges. Scores of employee relationship of aided colleges is higher where as that of unaided and government College of Education is lower. Change and development score is higher in case of government, minority and aided Colleges of Education and lower in case of non-minority colleges.

Comparatively private unaided Colleges of Education shows lowest Organizational Behavior at organization process level is due to its lower organizational culture, lower employee relationship and organizational change and development. Private aided Colleges of Education shows better Organization Behavior at organizational process level due to its higher employee relationship and higher organizational change and development.

- b) Further the researcher did categorical distribution of Organizational Behavior at organizational process level of Colleges of Education based on area i.e. urban and rural Colleges of Education.

Result: 70.69 % of teacher educators from urban area and 62.88% teacher educators from rural area perceive 'satisfactory' Organizational Behavior at organizational process level in their organization. 19.46% teacher educators of Colleges of Education from urban area and 13.26% teacher educators Colleges of Education from rural area perceive 'good' Organizational Behavior at organizational process level. 17.42% teacher educators of Colleges of Education from rural area whereas 9.84% teacher educators of Colleges of Education from urban area perceive 'not satisfactory' Organizational Behavior at organizational process level.

Many teacher educators of Colleges of Education from rural as well as urban areas reflect 'satisfactory' Organizational Behavior at organizational process level. 'Good' and 'non satisfactory' Organizational Behavior at organizational process level is perceived by very few teacher educators of Colleges of Education from rural and urban areas.

Higher percentages of Colleges of Education in urban areas have 'good' Organizational Behavior at organizational process level than that of rural Colleges of Education. These details indicate that comparatively Colleges of Education in urban areas show better Organizational Behavior at organizational process level than that of Colleges of Education in rural areas. Even mean score reflect the same result. Mean score of Organizational Behavior at organizational process level of urban colleges (i.e. $M=141.44$) is better than rural colleges ($M=135.94$). Organizational Behavior at organizational process level includes organizational culture, employee relationship, organizational change and development. When further analysis was considered, it was found that urban colleges score higher than that of rural colleges regarding all the above mentioned aspect. These differences are found significant when further inferential analysis was done.

4. The second objective is

To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education managed by different types of management.

To achieve this objective, the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at individual process level, in between the Colleges of Education, managed by different types of management.

To test this hypothesis the 'F' test was applied.

'F' value of 1.284 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior at individual process level, in between the Colleges of Education managed by different types of management.

The Organizational Behavior at individual process level includes learning in organization, work place ethics and values, foundations of employee motivation, stress management. To study Organizational Behavior at individual process level in detail, the researcher analyzed all these variables separately. After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education of different types of management.

a) 'F' value of 2.130 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to learning in organization, in between the Colleges of Education managed by different types of management.

b) 'F' value of 2.625 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to Work place ethics and values, in between the Colleges of Education managed by different types of management.

- c) 'F' value of 1.592 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to employee motivation, in between the Colleges of Education managed by different types of management.

This finding is supported by the finding of Mittal, J. (1992) that management has no relationship with motivation to work.

- d) 'F' value of 0.305 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to stress management, in between the Colleges of Education managed by different types of management.

Discussion: Learning in organization, work place ethics and values, employee motivation and stress management do not significantly differ on the basis of type of management of Colleges of Education.

5.The third objective is

To find out the differences if any, in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.

To achieve this objective the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at the individual process level, in between the Colleges of Education situated in urban and rural areas.

To test this hypothesis the 't' test was applied.

The 't' value is 0.543 which does not exceed 1.96 (table value). Therefore the 't' value of 0.543 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior at individual process level, in between the Colleges of Education situated in urban and rural areas.

Discussion: The Organizational Behavior at individual process level includes learning in organization, work place ethics and values, foundations of employee motivation, stress management. To study Organizational Behavior at individual process level in detail, the researcher analyzed all these variables separately. After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. 't' to find out whether there is any significant difference among Colleges of Education based on area.

a) The 't' value is 0.318 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.318 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to learning in organization, in between the Colleges of Education situated in urban and rural areas.

b) The 't' value is 0.759 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.759 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to Work place ethics and values, in between the Colleges of Education situated in urban and rural areas.

c) The 't' value is 0.391 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.391 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to foundations of employee motivation, in between the Colleges of Education situated in urban and rural areas.

But Rao, S.N. (1981)⁸ found that the urban and the rural teachers differed with regard to intrinsic motivation. Even Mittal J. (1992) found that teachers from urban areas displayed higher motivation to work.

d) The 't' value is 0.503 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.503 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to Stress management, in between the Colleges of Education situated in urban and rural areas.

But this finding is not supported by the results of Able and Sewell (1999) who investigated differences in the sources of stress between rural and urban schools.

Discussion: Learning in organization, work place ethics and values, employee motivation and stress management do not significantly differ on the basis of locale.

5. The fifth objective is

To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education managed by different types of management.

To achieve this objective the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at team process level, in between the Colleges of Education managed by different types of management.

To test this hypothesis the 'F' test was applied.

The 'F' value of 0.697 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior at team process level, in between the Colleges of Education managed by different types of management.

Discussion: Organizational Behavior at team process level includes foundation of team dynamics, decision making and employees involvement, communicating in organizational setting, Organizational leadership. So the research analyzed each of these variables in detail. After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education of different types of management.

a) 'F' value of 0.803 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior Foundation of team dynamics, in between the Colleges of Education managed by different types of management.

b) 'F' value of 0.282 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to decision making and employees involvement, in between the Colleges of Education managed by different types of management.

Discussion: This findings are contradictory to the findings of Rajani (2007)⁹ found that significant difference in relationship of self-concept and job involvement exists between aided and unaided; rural and urban teachers.

c) 'F' value of 0.915 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to communicating in organizational setting, in between the Colleges of Education managed by different types of management.

- d) 'F' value of 1.294 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to Organizational leadership, in between the Colleges of Education managed by different types of management.

This result was in line with the results in case of junior college by Sharma, Sudha (1982)¹⁰ i.e. The leadership behavior of the headmasters of the junior high school was not significant on the basis of management and also in case of secondary schools by Taj, H. (1992) and Naik, D.G.(1982) i.e. the type of management did not produce any difference in the administrative behavior of secondary school heads.

Discussion: Team dynamics, decision making and employees involvement, communicating in organizational setting, Organizational leadership do not differ significantly based on types of management of College of Education.

6. The sixth objective is

To find out the differences if any, in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.

To achieve this objective the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.

To test this hypothesis the 't' test was applied.

The 't' value is 4.37 which exceeds 2.58 (table value) . Therefore the 't' value of 4.37 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior at the team process level, in between the Colleges of Education situated in urban and rural areas.

Organizational Behavior at team process level includes foundation of team dynamics, decision making and employees involvement, communicating in organizational setting, Organizational leadership. So the research analyzed each of these variables in detail. After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. 't' test to find out whether there is any significant difference among Colleges of Education based on area.

- a) The 't' value is 3.511 which exceed 2.58 (table value) . Therefore the 't' value of 3.511 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to foundation of team dynamics, in between the Colleges of Education situated in urban and rural areas.

Urban colleges have better foundations of team dynamics than that of rural College of Education. Urban Colleges of Education provide better environment, encouragement and rewards for team work than that of rural Colleges of Education. Urban teacher educators prefer to work in team than that of rural teacher educators. They are able to handle team work, able to develop team building and cohesiveness better than rural teacher educators. They feel they are interdependent and should co-operate each other for the success of any activity.

- b) The 't' value is 0.97 which does not exceed 1.96 (table value) . Therefore the 't' value of 0.97 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to decision making and employees involvement, in between the Colleges of Education situated in urban and rural areas.

But in case of decision making and employee involvement, it was found that the extent of involvement of teacher educators in decision making is almost same. Principals from urban as well as rural area cannot take decision completely in democratic set up.

- c) The 't' value is 4.151 which exceeds 2.58 (table value) . Therefore the 't' value of 4.151 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to communicating in organizational setting, in between the Colleges of Education situated in urban and rural areas.

Colleges from urban areas are better communicating in organizational settings than that of from rural areas. Teacher educators from urban area use different types of communication. Barriers of communication are avoided to some extent in case of urban teacher educators than that of rural teacher educators. Communication is more effective in urban Colleges of Education than that of rural Colleges of Education.

- d) The 't' value is 4.934 which exceeds 2.58 (table value) . Therefore the 't' value of 4.934 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to organizational leadership, in between the Colleges of Education situated in urban and rural areas.

Principals of urban Colleges of Education follow transformational leadership (M=33.44) to more extent than that of principals of rural Colleges of Education (M=30.82). When the mean scores are analyzed in case of transactional leadership, urban Colleges of Education score (M=53.66) higher than that of rural Colleges of Education (M=49.78).

Higher transactional leadership in urban area shows that principals approach teacher educators to get compliance in terms of effort, productivity and loyalty in exchange for rewards whether economic, political, or psychological. Principals recognize the basic needs and wants of teachers but given the priority on tasks; the roles are assigned according to the planned outcomes. Principals of urban Colleges of Education show higher transformational leadership which means that they provide more intellectual stimulation to teachers. They can serve as a role model. They increase awareness of problems and influences teachers to view problems from a new perspective. They are supportive and encourage teachers. They communicate to model

appropriate behaviors. They are concerned with shaping the culture of the group as compared to principals of Colleges of Education from rural area.

But this result was not in line with the results in case of junior college by Sharma, Sudha (1982)¹¹ i.e. The leadership behavior of the headmasters of the junior high school was not significant on the basis of area i.e. rural and urban . It is also not in line with the findings of Naik, D.G. (1982) in case of secondary schools.

Discussion: Team dynamics, communicating in organizational setting, organizational leadership differ significantly based on locale of College of Education. But decision making and employees involvement, do not differ significantly based on locale of College of Education.

7. The eighth objective is

To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education managed by different types of management.

To achieve this objective the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at organizational process level, in between the Colleges of Education managed by different types of management.

To test this hypothesis the 'F' test was applied.

The 'F' value is 0.832 which does not exceed 2.61(table value) Therefore the 'F' value of 0.832 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior at organizational process level, in between the Colleges of Education managed by different types of management.

Organizational Behavior at Organizational Behavior includes organizational culture, employee relationship, organizational change and development. So the researcher analyzed each variable in detail.

After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education of different types of management.

a) 'F' value of 0.686 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to organizational culture in between the Colleges of Education managed by different types of management.

b) 'F' value of 0.327 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to employee relationship, in between the Colleges of Education managed by different types of management.

c) 'F' value of 1.649 is not significant at 0.05 level. So the null hypothesis is accepted.

Result: There is no significant difference in the Organizational Behavior with respect to organizational change and development, in between the Colleges of Education managed by different types of management.

As per the findings of Udayagiri (1999), it was found that that teachers of Municipal schools possessed high change-prone than that of the teachers of Missionary and Mandalparishad schools. In case of schools, it was found that management does make difference.

Organizational culture, employee relationship and organizational change and development do not differ significantly on the basis the types of management of College of Education.

8. The ninth objective is

To find out the differences if any, in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in different areas.

To achieve this objective the following hypothesis was formulated:

There is no significant difference in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.

To test this hypothesis the 't' test was applied.

The 't' value is 3.397 which exceeds 2.58 (table value). Therefore the 't' value of 3.397 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior at the organizational process level, in between the Colleges of Education situated in urban and rural areas.

Discussion: Organizational Behavior at Organizational Behavior includes organizational culture, employee relationship, organizational change and development. So the researcher analyzed each variable in detail. After descriptive analysis, it was clear that the distribution is normal. So the researcher made use of parametric test i.e. 't' test to find out whether there is any significant difference among Colleges of Education based on area.

- a) The 't' value is 3.179 which exceed 2.58 (table value) . Therefore the 't' value of 3.179 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to organizational culture, in between the Colleges of Education situated in urban and rural areas.

Considering their mean scores, urban colleges score higher in organizational culture than that of rural colleges which means urban Colleges of Education have overall better culture than rural Colleges of Education. Further when analyzed in

detail, it was found that Urban Colleges have better responsive culture (M=24.18) than that of rural Colleges of Education (M= 22.89). Urban colleges are able to keep in tune with the external environment than that of rural Colleges of Education. Urban colleges are more competitive than that of rural colleges. They realize opportunities and try to implement new ideas to grab those opportunities. Rural colleges are not able to cope up with urban colleges in doing so.

Urban Colleges have better relational culture (M=24.46) than that of rural Colleges of Education (M= 23.76). Urban colleges consider open communication, fairness and teamwork than that of rural Colleges of Education. They value nurturing and well-being.

Urban Colleges have also better performance culture (M= 17.01) than that of rural Colleges of Education (M= 16.65). Urban Colleges of Education value individual and organizational performance more than that of rural Colleges of Education. They strive for effectiveness and efficiency than that of rural Colleges of Education.

- b) The 't' value is 3.162 which exceed 2.58 (table value) . Therefore the 't' value of 3.162 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to employee relationship, in between the Colleges of Education situated in urban and rural areas. Urban Colleges of Education have better employee relationship.

- c) The 't' value is 3.185 which exceed 2.58 (table value) . Therefore the 't' value of 3.185 is significant at 0.01 level. So the null hypothesis is rejected.

Result: There is significant difference in the Organizational Behavior with respect to organizational change and development, in between the Colleges of Education situated in urban and rural areas.

Discussion: Urban teacher educators are more change-prone than rural teacher educators. These findings are in line of the study by UdayKoundinya (1999)¹² about school teachers and Mukhopadhyaya and Saxena (1980)¹³ . Change-

proneness has been found to be related significantly and positively to urban background.

Organizational culture, employee relationship, organizational change and development differ significantly based on locale of Colleges of Education.

5.9.2 Findings and discussion of qualitative data analysis of the data collected from principals through Organizational Behavior Interview Schedule

The researcher did quantitative analysis to study Organizational Behavior at various levels as well to compare them on the basis of different types of colleges and locale. The Organizational Behavior at individual process level, team process level and organizational process level was found to be satisfactory.

Organizational Behavior at individual process level, team process level and organizational process level of Colleges of Education of different types of management and locale was also found satisfactory.

Further the researcher did qualitative analysis by collecting data through interview from principals of various Colleges of Education of Maharashtra state. This was done to have more clarity about the Organizational Behavior at each level. Following was the findings of qualitative analysis which was done variable wise.

Learning in organization.

Result: Most of the principals (N=46, 93.88%) are of opinion that updating the knowledge is necessary to meet the growing demand of job but at the same time many (N=39, 79.59%) principals feel that they need not to go for further learning as they are working in Colleges of Education. Most of the principals (N=40, 81.63 %) mentioned that they make use of library resources for updating their knowledge. The principals believe in utilizing learning opportunities provided by college. Most of the principals (N=42, 83.67%) do it by using college resources and by attending seminars, conferences etc. Many of them gain satisfaction by applying knowledge.

Most of the principals (N=40, 81.63%) mentioned that they try to create a learning atmosphere, encourage teachers to attend seminars, and conferences etc. They

themselves too organize seminars and workshops in their college. Teachers make use of library and internet facilities for preparing papers, doing their own research etc. Some of the colleges do follow practices like study circle, teachers' enrichment cell etc. Few principals (N=8, 16.33%) personally take initiative in the enrichment and learning of their teacher educators. They do give regular feedback, give directions to teachers, encourage them for their growth etc. Few principals and aided colleges did (N=4, 8.16%) mention that due to the requirement of UGC for the PBAS, teacher educators show more interest in their professional growth.

These findings support the finding of quantitative data analysis to some extent. Principals are very satisfied with the learning status of their organization whereas learning in organization in Colleges of Education from the perception of teachers is satisfactory.

Work place ethics and values:

89.80 % principals are of opinion that a strong attempt should be made to safeguard the individual rights of the principals. 73.47 % feel that the students who are disadvantaged should be given first priority while giving any opportunity.

Many of the principals (N=32, 65.31%) give more importance to success in terms of results than that of efficiency. Many of them (N=35, 71.43 %) feel that hard decisions for the welfare of the majority of the students and teachers, even though not in the self-interest, should be agreed upon. For many of them (N=36, 73.47%) inequality is acceptable if everyone has equal access to the more favored positions in society, the inequalities are ultimately in the best interest of the least well-off in the society. Most of the principals believe that they choose the option of providing the highest degree of satisfaction to those affected.

Most of the principals (N=42, 85.71%) stated that teachers do try to follow ethics and values. But quantitative data analysis show that level of work place ethics and values is satisfactory and not good. So importance has to be given on this aspect where teacher educators will be encouraged to follow work place ethics and values.

Foundations of employee motivation:

Many of the principals (N=39, 79.59 %) maintain a high level of performance to gain higher status. Most of them (N=46, 93.88%) handle the work enthusiastically due to responsibilities and freedom of doing the work. 89.80 % principals set high work standards for themselves for continuous improvement. Many of the principals (N=34, 69.39%) are of opinion that there are few teachers who are self-motivated and others need to be given extrinsic motivation. Few principals (N=8, 16.33) mentioned about flexibility, freedom given to teachers whereas few (N=5, 10.20%) mentioned about job enlargement, job rotation and rewards in the form of opportunities given to the teachers to handle different courses, additional monetary benefits. Rarely they talked regarding self-monitoring, self-reinforcement, self-leadership from the teachers' point of view. Quantitative data analysis shows good motivation level of teachers in all types of Colleges of Education. The researcher found difference in the perception of teacher educators and principals about motivation level of teacher educators.

Stress management:

Many of the principals (N=37, 75.51%) are comfortable with their physical environment in the college. But most of the principals (N =42, 85.71%) agree that they are under pressure due to time constraint. Some of them (N=26, 53.06%) feel they would have done better if they would have got more time. Most of them (N=42, 85.71%) even feel insecure about the future. Most of them (N=43, 87.76 %) feel that most of their time and energy is wasted in managing conflicts in college. Most of them (N=42,85.71 %) feel dissatisfied if they cannot concentrate on their work due to personal problems. 89.80 % principals believe that their teachers are clear on what is expected of them.

Most of the principals (N=46, 93.88%) agree that teachers are sometimes under stress due to compact schedule of B.Ed. course, personal problems especially for female staff, insecurity etc. But they do not agree that there are other factors like organizational stressors, job burnout, work-related stressors and interpersonal stressors. Few principals did mention about economic insecurity (N=2, 4.08%) and job insecurity (N=4, 8.16%) Whereas quantitative data shows stress management level as low which indicate high stress level. Principals seemed to be unaware of the

stress level of their teachers. Even if they are aware, they are not able to identify the causes correctly.

Foundations of team dynamics:

Most of the principals (N= 41, 83.67%) are of opinion that the environment of their college encourages the teachers to work in a team rather than individually. But most of them (N=40, 81.63%) feel that teachers prefer to work alone. But teachers work in team whenever required. To make team work possible many of them follow system of forming committees, club where more than two teachers will be involved.

This finding goes in line with the finding of quantitative data analysis to some extent which shows satisfactory level of team dynamics.

Decision making and employee involvement:

Most of the principals (N=42, 85.71%) allow moderate level of employee involvement where all the teacher educators under them are consulted either individually or in a group. They are told about the problem and asked to offer their diagnosis and recommendations; however the final decision is taken by the principals. Approximately less than half of the principals (N=22, 44.90%) initiate highest level of involvement of teachers in decision making when teacher educators have complete knowledge of the issues demanding decision making. Few principals (N=4, 8.16%) also agree they do not involve teachers in decision making in certain situations where confidentiality is required. Few of them (N=7, 14.29%) also said that situation and problem decides the involvement of teacher in decision making. Many of them (N=30, 61.27%) did mention that teachers are not ready to participate in decision making as they are not interested in taking accountability.

Quantitative data analysis also supplements this result as decision making and employees' involvement is satisfactory.

Communicating in organizational setting:

Few (N=17, 34.69%) principals stated that teachers prefer e-mails. Some of them (N=32, 65.31 %) use two way communication such as suggestion system, open

meeting, etc. Most of them (N=47, 95.96%) prefer written or face to face communication. Most of them (N=43, 87.76%) emphasis on regular staff meeting and sending notices. Few of them shared their strategies like keeping diaries, sending messages through staff secretary or the teacher who has been given authority of the task. One principal follow system of sending formal letters to home regarding all the circulars and notices. Few principals believe in informal system of communication and wherever required only use formal communication. Few of them (N=4, 8.12%) stated that teachers use internet/mobile services like free SMS, E-mails, WhatsApp etc.

These findings are in line with results of quantitative data analysis which shows somewhat satisfactory communication in organizational setting.

Organizational leadership:

Most of the (N=45, 91.84 %) principals feel they mobilize a collective sense of mission. Many of them (N=35, 71.43 %) feel that they articulate a vision of future. Many of them (N=38, 77.55 %) focus attention on irregularities, mistakes, exceptions. Most of them (N=44, 89.80 %) are alert about the failures to meet standards. Some of the (N=28, 57.14 %) principals inform the teachers about special rewards for good work.

Almost all the principals' responses suggest that they do follow transformational as well as transactional leadership to much extent.

Quantitative data analysis reflects satisfactory level of transformational and transactional leadership. The researcher found difference in the perception of principals' leadership from the point of view of principals and teacher educators.

But Rajeev Alochana (1981)¹⁴ who examined the administrator behavior in secondary schools of Tamil Nadu found that there was no significant difference between the perceptions of the teachers about the administrative behavior of their principals and the perceptions of the principals about their own administrative behavior.

Organizational culture:

According to responses of principals, colleges do have responsive culture. Most of the principal (N=45, 91.84 %) believe that their colleges listen to students and respond quickly to their needs. Many of them (N=30, 61.22 %) stated that colleges take initiative to implement new ideas and experiment with new ideas.

It was concluded from the principals' responses that there is some relational culture in their Colleges of Education. Many of them (N= 34, 69.39 %) agree that management work hard to keep teachers happy. Few of them (N=18, 36.73%) are of opinion that teachers receive much assistance to overcome any personal problems. Many of them (N=35, 71.43 %) stated that teachers are kept informed about happening in the organization up to some extent.

According to the responses of the principals, there is a performance culture in the Colleges of Education. Most of them believe that teacher educators of their colleges continually search for ways to work more efficiently. Half of them feel that teacher educators do their job properly. Very few of them believe that the higher position is given based on the performance of an individual.

When asked about culture, the researcher got variety of responses. Some of them (N=12, 24.49%) told about long tenure, reputation of their college, few of them (N=7, 14.29%) mentioned about their leadership in bringing innovations, technology. Few of them (N=6, 12.24%) stressed on their values and principles which they reflect through all activities. Few of them (N=4, 8.16%) even consider resources, infrastructure as important aspect. Few of them mentioned about their systematic functioning of all activities.

As per quantitative analysis, even teacher educators' responses conclude that there is satisfactory level of responsive culture, relational culture and performance culture in their colleges.

Employee relationship:

Very few principals (N=3, 6.12 %) stated that college management interferes with the day to day work of teachers. Many of the colleges (N=35, 71.43%) do not provide

seed money for research. The college management (N=39, 79.59%) discusses the problems of the teachers regularly. The college management (N=37, 75.51%) works for the betterment of the teachers up to some extent. Most of them (N=44, 89.80%) feel that new teachers are guided properly by the senior teachers but new teachers are excluded from decision making.

When asked about strategies adopted to improve employee relationship, few principals (N=5, 10.20%) mentioned that teachers celebrate their birthday, some festivals in the staff room. They help each other when ever required. In few colleges, (N=6, 12.24%) teachers made a practice of having their lunch together. In very few colleges, management is very much approachable whereas in most of the colleges, management is not approachable.

Quantitative data analysis shows that employee relationship was satisfactory.

Organizational change and development:

Most of the principals (N=41, 83.67%) stated that their colleges identify and discuss actual or potential major opportunities. They take efforts to make teachers aware about the changing policies. Further they take initiative to make teachers ready to face changes and accept it. For this purpose, teachers are sent for workshops, conferences and seminars etc. Formal and informal discussions are held to create a sense of urgency around the needed change. Most of them (N=41, 83.67%) are concerned about utilizing technology in the course to the maximum extent. As per their responses, it was clear that some colleges (N=39, 79.59) conduct lectures in different aspects of education few of them (N=22, 44.90%) feel colleges cannot respond quickly to competitive threats due to limitations. Most of the principals feel that they do enough to face the challenges. They are very satisfied about strategies they used. But quantitative data analysis does not show good level of organizational change and development.

5.11 CONCLUSION

1. Organizational Behavior at individual process level, of Colleges of Education of Maharashtra state is 'satisfactory'. Organizational Behavior of very few

Colleges of Education is 'good' . At the same time very few Colleges of Education have 'not satisfactory' Organizational Behavior at individual process level.

2. The level of Organizational Behavior at individual process level is 'satisfactory' in all Colleges of Education managed by different types of management i.e. government, private aided, private unaided, minority and non-minority.
- There is no significant difference in the Organizational Behavior at individual process level in between the Colleges of Education managed by different types of management i.e. government, private aided, private unaided, minority and non-minority.

Even though the difference is not significant, when levels of Organizational Behavior were studied, it was found that comparatively more government Colleges of Education have 'not satisfactory' Organizational Behavior whereas comparatively less government Colleges of Education have 'satisfactory' Organizational Behavior. Mean score of Organizational Behavior at individual process level, of government Colleges of Education is lowest whereas mean score of private unaided Colleges of Education is highest. Many unaided Colleges of Education reflect 'satisfactory' Organizational Behavior. This could be due to better foundations of employee motivation, stress management, learning in organization and work value and ethics. Large number of government Colleges of Education reflect 'not satisfactory' Organizational Behavior; this could be due to lower learning in organization as well as lower work values and ethics.

- The variables at individual process level i.e. learning in organization, work place ethics and values, employee motivation and stress management do not significantly differ on the basis of type of management of Colleges of Education i.e. government, private aided, private unaided, minority and non-minority.
3. The level of Organizational Behavior at individual process level is 'satisfactory' in all Colleges of Education situated in different area i.e. rural and urban.

- There is no significant difference in the Organizational Behavior at the individual process level in between the Colleges of Education situated in urban and rural areas.

But when levels of Organizational Behavior were studied, it was found that comparatively more urban Colleges of Education fall in the category of ‘good’ Organizational Behavior. At the same time, very few but comparatively higher percentages of rural Colleges of Education have ‘not satisfactory’ Organizational Behavior at individual process level than that of urban Colleges of Education.

- The variables at individual process level i.e. learning in organization, work place ethics and values, employee motivation and stress management do not significantly differ on the basis of locale i.e. urban and rural.

But mean scores of work place ethics and values, foundations of employee motivation and stress management are slightly higher in case of urban Colleges of Education.

4. Organizational Behavior at team process level, of Colleges of Education of Maharashtra state is ‘satisfactory’. Organizational Behavior at team process level, of very few Colleges of Education is ‘good’ . At the same time very few Colleges of Education have ‘not satisfactory’ Organizational Behavior at team process level.

5. The level of Organizational Behavior at team process level is ‘satisfactory’ in all Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority.

- There is no significant difference in the Organizational Behavior at team process level between the Colleges of Education managed by different types of management.i.e. government, private aided, private unaided, minority and non-minority.

But when levels of Organizational Behavior were studied, it was found that comparatively higher percentage of teacher educators from government, private aided and minority Colleges of Education reflect ‘good’ Organizational Behavior at team process level than that of private unaided and

non-minority Colleges of Education. Very less percentage aided and minority Colleges of Education have 'not satisfactory' Organizational Behavior.

- The variables at team process level i.e. team dynamics, decision making and employees involvement, communicating in organizational setting, organizational leadership do not differ significantly based on types of management of College of Education.

But comparatively highest number of teacher educators from government Colleges of Education perceive 'good' Organizational Behavior due to their higher team dynamics and organizational leadership. Comparatively more aided Colleges of Education fall in the category of 'good' Organizational Behavior and less in the category of 'not satisfactory' Organizational Behavior due to their higher decision making and teacher involvement and their higher level of communicating in organizational setting. Comparatively least number of private unaided Colleges of Education have 'good' Organizational Behavior due to their lower team dynamics, lower communicating in organizational setting and lower organizational leadership.

6. The level of Organizational Behavior at team process level is 'satisfactory' in all Colleges of Education situated in different area i.e. rural and urban.

- There is significant difference in the Organizational Behavior at the team process level in between the Colleges of Education situated in urban and rural areas. Compare to rural Colleges of Education, greater percentage of urban Colleges of Education have 'good' Organizational Behavior at team process level.

- The variables at team process level i.e. team dynamics, communicating in organizational setting, organizational leadership differ significantly based on locale of College of Education.

Urban colleges have better foundations of team dynamics than that of rural College of Education. Colleges from urban areas are better communicating in organizational settings than that of rural areas. Principals from urban Colleges of Education follow transformational leadership and transactional leadership better than that of principals from rural Colleges of Education.

But decision making and employees involvement, do not differ significantly based on locale of College of Education.

7. Organizational Behavior at organizational process level, of Colleges of Education of Maharashtra state is 'satisfactory'. Organizational Behavior of very few colleges is 'good' . At the same time very few colleges have not satisfactory Organizational Behavior.
 8. The level of Organizational Behavior at team process level is 'satisfactory' in all Colleges of Education of different types of management i.e. government, private aided, private unaided, minority and non-minority.
- There is no significant difference in the Organizational Behavior at organizational process level in between the Colleges of Education managed by different types of management i.e. government, private aided, private unaided, minority and non-minority.

But when the levels of Organizational Behavior are considered, the result showed that, comparatively high percentage of private aided and private minority Colleges of Education possess 'good' Organizational Behavior at organizational process level whereas low percentage of them fall in the category of 'not satisfactory' Organizational Behavior at organizational process level. It was also noted that high percentage of government colleges fall in the category of 'not satisfactory' Organizational Behavior. Also, mean score of Organizational Behavior at organizational process level of government colleges and aided colleges is higher.

Comparatively, private unaided Colleges of Education show lowest Organizational Behavior at organization process level due to their lower organizational culture, lower employee relationship and organizational change and development. Private aided Colleges of Education show better Organization Behavior at organizational process level due to its higher employee relationship and higher organizational change and development.

- The variables at organizational process level i.e. organizational culture, employee relationship and organizational change and development do not differ significantly on the basis the types of management of College of Education.

9. The level of Organizational Behavior at organizational process level is ‘satisfactory’ in all Colleges of Education situated in different area i.e. rural and urban.
- There is significant difference in the Organizational Behavior at the organizational process level in between the Colleges of Education situated in urban and rural areas. Urban Colleges of Education shows better Organizational Behavior at organizational process level.
 - Higher percentages of Colleges of Education in urban areas have ‘good’ Organizational Behavior at organizational process level than that of rural Colleges of Education. The variables at organizational process level i.e. organizational culture, employee relationship, organizational change and development differ significantly, based on locale of Colleges of Education. Urban Colleges of Education have better culture than that of rural Colleges of Education. Urban colleges have better responsive culture, better relational culture, better performance culture, better employee relationship and better organizational change and development than that of rural Colleges of Education.

5.12 RECOMMENDATIONS

To fulfill the tenth objective, i.e. On the basis of the study, to develop a benchmark for the effective Organizational Behavior for the Colleges of Education in Maharashtra state.

5.12.1 Benchmarks

A dictionary meaning of the word “Bench mark” is “anything used as standard or a point of reference. Thus benchmarking would be comparisons with some standard or with the point of reference. People have always been making comparisons from time immemorial. These comparisons have now been structured and made systematic. This systematic structured tool for comparisons has been given the name benchmarking. Benchmarking differs from competitive comparison in its objective to adapt or adopt a better process to improve one’s own process.

Benchmarking is the continuous systematic process of measuring one's output or work processed against the toughest competitors or those institutions recognized as best. Benchmarking is a process of comparing institution performance continuously against these recognized as best with a view to cause improvements.

A bench mark is a standard example of different examples of a thing in which others are compared. Bench mark for Organizational Behavior is a standard example of different aspects of Organizational Behavior with which others are compared. On the basis of the input of this research conducted on the Organizational Behavior, bench marks were developed. The bench mark was developed at individual process level, Team process level and organizational process level. The bench mark was developed based on different variables like learning in organization, work place ethics and values, foundations of employee motivation, stress management, foundation of team dynamics, decision making and employees involvement, communicating in organizational setting, organizational leadership, organizational culture, employee relationship and organizational change and development. These bench marks were developed keeping in view the audience to whom it is related. The audience includes the teacher educators, principals and administrators of Colleges of Education of Maharashtra state.

Conceptual paradigm

The conceptual paradigm developed as a base for the present benchmarking for Organizational Behavior has three level. The three levels are individual process level, Team process level and organizational process level. The main implication is that the three levels are interdependent and cannot stand out without the other.



5.12.1 a) PERFORMANCE INDICATORS OF ORGANIZATIONAL BEHAVIOR

The following indicators are identified in each level of the conceptual paradigm of the Organizational Behavior.

A. INDIVIDUAL PROCESS LEVEL

1. Learning in organization:

- i. Personal attitude for lifelong learning of the employee.
- ii. Learning atmosphere (Formal and informal) in the organization and its utilization by the employee.
- iii. Learning opportunities in the organization and its utilization by the employee.
- iv. Incentives for learning by the organizations and its utilization by the employee.
- v. Facilities for learning in the organization and its utilization by the employees.

2. Work place ethics and values:

Values

- i. Personal values: Happiness, peace of mind, honesty
- ii. Organizational values: productivity, success, competitiveness

Ethics:

- i. Utilitarianism
- ii. Individual rights
- iii. Distributive justice

3. Foundations of employee motivation:

- i. Rewards
- ii. Job design
- iii. Autonomy
- iv. Job feed back
- v. Job rotation

- vi. Job enlargement
- vii. Self-monitoring
- viii. Self-reinforcement
- ix. Self-leadership

4. Stress management:

- i. Physical environmental stressors
- ii. Role related stressors: Role conflicts, role ambiguity, work overload
- iii. Interpersonal stressors
- iv. Organizational stressors
- v. Individual differences
- vi. Job burnout

B. TEAM PROCESS LEVEL

1. Foundation of team dynamics:

- i. Formation of self-directed teams
- ii. Team effectiveness
 - a. Reward system
 - b. Communication system
 - c. Organizational environment

- i. Task interdependence
- ii. Team development
- iii. Team cohesiveness
- iv. Team building
 - a. Role definition
 - b. Goal setting
 - c. Interpersonal process

2. Decision making and employees involvement:

- i. Application of decision making model

- ii. Employee involvement

3. Communicating in organizational setting:

- i. Types of communication used
- ii. Purpose of communication
- iii. Effectiveness of communication

4. Organizational leadership:

- i. Transformational leadership
- ii. Transactional leadership

C. ORGANIZATIONAL PROCESS LEVEL

1. Organizational culture:

- i. Responsive culture
- ii. Performance culture
- iii. Relationship culture

2. Employee relationship:

- i. Employer and employee exchange relationship
- ii. Trust between employer and employee
- iii. Continuous development for new trend
- iv. Organizational socialization

3. Organizational change and development:

- i. Forces of change –environmental dynamics
- ii. Reduction of resistance for change
- iii. Changing
- iv. Refreezing
- v. Training in the changed skills

5.12.1 b) Bench marking for expected activities in each indicator

1. INDIVIDUAL PROCESS LEVEL

1. Learning in organization:

1.1 Personal attitude for lifelong learning of the employee

1.1.1 Teacher educators should have positive attitude towards lifelong learning.

1.1.2. Teacher educators should try to update their knowledge.

1.2 Learning atmosphere (Formal and informal) in the organization and its utilization by the employee.

1.2.1 Teacher educators and principals should utilize learning resources (like library, computer laboratory and other material of the college to the maximum level for updating their knowledge.

1.3 Learning opportunities in the organization and its utilization by the employee.

1.3.1 Teacher educators should find the opportunities to attend seminars, conference, workshops etc.

1.3.2 Teacher educators should actively participate in attending seminars, conference, workshops etc.

1.4 Incentives for learning by the organizations and its utilization by the employee.

1.4.1 Teacher educators should be motivated to attend seminars, conference, workshops etc.

1.4.2 Teacher educators should be encouraged to utilize learning resources.

1.5. Facilities for learning in the organization and its utilization by the employees.

1.5.1 Teacher educators should be provided easy access to library, computer laboratory. A.V. room.

1.5.2 Teacher educators should be provided financial assistance for learning, attending seminars, workshops, conferences, orientation courses etc.

2. Work place ethics and values:

Values

2.1 .Personal values: Happiness, peace of mind, honesty

2.1.1 Teacher educators should get peace of mind from the job activities, teaching etc.

2.1.2 Teacher educators should do their teaching, supervision, observation, evaluation etc. honestly.

2.2. Organizational values: productivity, success, competitiveness

2.2.1 Importance should be given to develop competent teachers.

2.2.2 Practice of spoon feeding should be avoided.

2.2.3 Teacher educators should try to excel in their job.

Ethics:

2.3.1 While taking any decision, action, the emphasis should be given for the benefits of majority.

2.3.2 People in organization should respect freedom of movement, physical security, freedom of speech, fair treatment etc.

2.3.3 Inequality should be acceptable if everyone has equal access to the more favored positions in society, the inequalities should be ultimately in the best interest of the least well-off in the society.

3. Foundations of employee motivation:

3.1 Rewards

3.1.1 Teacher educators should be rewarded for their membership and seniority in the college.

3.2 Job design

3.2.1. Work should be assigned as per interest and competencies

3.3 Job feed back

3.3.1 There should be feedback mechanism so that teacher educators would be feedback on regular intervals.

3.4 Job enlargement

3.4.1 Teacher educators should be given responsibilities with authority to conduct extracurricular, co-curricular activities.

3.5 Self-monitoring

3.5.1 Teacher educators should track their progress at regular intervals. They can use diary for self-introspection of their job.

4) Stress management:

4.1 Physical environmental stressors

4.1.1 Teacher educators should be provided comfortable physical atmosphere. Care should be taken regarding seating arrangement, hygiene, safety hazards, light, ventilation etc.

4.2 Role related stressors: Role conflicts, role ambiguity, work overload

4.2.1 Dual roles should be avoided. If it is assigned, the duties and responsibilities of each role should be clear.

4.2.2 Giving too much or too little work should be avoided.

4.3 Organizational stressors

4.3.1 Teacher educators should be informed about the expectations of different statutory bodies (like UGC, NCERT and NCTE etc.)

2. TEAM PROCESS LEVEL

5. Foundation of team dynamics:

5.1 Formation of self-directed teams

5.1.1 Work should be done in teams to the maximum extent.

5.2 Team effectiveness

5.2.1 Team performances should be rewarded.

5.2.2 Sufficient opportunities and facilities should be provided for communication of team

5.2.3 Constant coaching and support should be provided to the team.

5.3 Task interdependence

5.3.1 Annual function, alumni functions should be organized by forming different committees where all teacher educators will be involved in one or the other committee.

5.3.2 Portfolios should be divided among two or more teachers.

5.4 Team development

5.4.1 Team members understand their respective roles.

5.4.2 They should find out appropriate and inappropriate behaviors through discussion.

5.4.3 They should coordinate their work.

5.5 Team cohesiveness

5.5.1 Teacher educators should be distributed the work for which they need to depend on each other.

5.6 Team building

5.6.1 They should build trust and open communication.

6. Decision making and employees involvement:

6.1 Application of decision making model

6.1.1 Principal should make decision alone without the involvement of teacher only when he has sufficient information to make high quality decision, teachers would be highly committed to the decision.

6.1.2 Principal should take decision through team consensus if subordinate have sufficient information to make high quality decision, their commitment is very essential for the successful implementation of decision.

7. Communicating in organizational setting:

7.1 Types of communication used

7.1.1 Face to face communication should be preferred for transmitting emotions and persuading the receiver.

7.1.2 Written communication should be preferred for recording and presenting technical details.

7.1.3 E-mails should be used where ever possible for coordination.

7.2 Purpose of communication

7.2.1 Regular meetings should be conducted in the organization.

7.2.2 Mutual discussion should be held to take decisions.

7.3 Effectiveness of communication

7.3.1 Good system of communication should be developed.

7.3.2 The suggestion box should be used.

8. Organizational leadership:

8.1 Transformational leadership

8.1.1 Principal should serve as a role model for others.

8.1.2 Principal should help teachers to overcome any obstacle.

8.1.3 Principal should make teacher educators aware of strongly held values, ideals, and aspirations that they have in common.

8.1.4 Principal should mobilize a collective sense of mission.

8.1.5 Principal should articulate a vision of future opportunities.

8.1.6 Principal should talk optimistically about the future.

8.1.7 Principal should focus on strength, of himself and of others.

8.2 Transactional leadership

8.2.1 Principal should focus attention on irregularities, mistakes, exceptions and deviations.

8.2.2 Principal should point out what benefits teacher educators will receive if they do what is required.

8.2.3 Principal should tell teacher educators what to do to get rewards for their efforts.

8.2.4 Principal should be alert for failure to meet standards.

8.2.5 Principal should work out agreements with teacher educators on what they will receive if they do what needs to be done.

3. ORGANIZATIONAL PROCESS LEVEL

9. Organizational culture:

9.1 Responsive culture

9.1.1 College should listen to students and responds quickly to their needs.

9.1.2 Teachers in college should adapt quickly to new work environment.

9.1.3 College should be quick in implementing innovative ideas.

9.1.4 College should experiment with new ideas in the education field.

9.1.5 College should take quick benefit from the opportunities in the field of education.

9.2 Relational culture

9.2.1 Teachers in college should work well together in team.

9.2.2 Teachers in college should are treated fairly

9.2.3 Teachers are kept informed of what is happening in the organization.

9.3 Performance culture

9.3.1 Every teacher should get his or her job done like clockwise.

9.3.2 College should produce highly qualified, skilled teachers.

9.3.3 Teachers in college should continually search for ways to work more efficiently.

10. Employee relationship:

10.1 Employer and employee exchange relationship

10.1.1 The college management should discuss the problems of the teachers regularly.

10.1.2 Teacher educators should freely discuss their problems with principals, management etc.

10.2 Trust between employer and employee

10.2.1 Management should held meetings with teachers to understand their problem.

10.2.2 Management should respect teachers

10.3 Continuous development for new trend

10.3.1 College should send principals for updating their knowledge.

10.4 Organizational socialization

10.4.1 The new teachers should be provided formal and informal mentoring for socialization.

10.4.2 The new teachers should be helped to adjust with the college atmosphere.

11. Organizational change and development:

11.1 Forces of change –environmental dynamics

11.1.1 College should make teachers aware about changing policy in education and changing expectation of students and society through talks, seminars etc.

11.1.2 College should identify and discuss actual or potential major opportunities.

11.2 Reduction of resistance for change

11.2.1 Teachers in college should be regularly sent to the seminar, workshops, conferences etc.

11.3 Changing

11.3.1 Changes in college should be synchronous with change in educational scenario.

11.4 Training in the changed skills

11.4.1 The college should conduct lecturers in different aspect by eminent personalities.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

- Organizational Behavior of Colleges of Education is an important aspect to study for increasing effectiveness of Colleges of Education. Due to some constraint, this study could include only teacher educators and principals. The same study may extend by considering non-teaching staff and other stake holders as students, parents etc.
- This study reveals that the Organizational Behavior of most of the colleges is satisfactory. So the study may be undertaken to investigate the reasons for the satisfactory Organizational Behavior of Colleges of Education.
- This research is of descriptive nature. The case study can be undertaken for studying Organizational Behavior of specific colleges to study their Organizational Behavior in much more depth.
- This study may be replicated to find out the Organizational Behavior of Schools of Education.
- This study made use of statistical techniques like 't' test, 'F' test to compare the Organizational Behavior of different Colleges of Education. The study can be undertaken by using multiple correlation and multiple regression to find out the relationship among different variables of Organizational Behavior.
- This research studied Organizational Behavior by using multiple level of analysis anchor. There are different anchors like multidisciplinary anchor, Systematic research anchor, contingency anchor and open Systems Anchor. Organizational Behavior can be studied by using these anchors also.
- Each variable of Organizational Behavior i.e. learning in organizations, work place values and ethics, foundation of employee motivation and stress management, foundation of team dynamics, decision making and employee involvement, communicating in organizational settings, and organizational leadership, organizational culture, Employee relationship , and organizational change and development. Each of these variables is worth studying separately in-depth.

- There are many other variables of Organizational Behavior such as perception, personality, emotions, power, organizational conflict etc. The study can be undertaken by considering these variables as well.

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APPENDIX A

ORGANIZATIONAL BEHAVIOR SCALE

Please put \surd to choose the correct option given below:

Sr. no	Statements	SA	A	CS	D	SD
1	As I am working in the College of Education, it is not necessary for me to go for further learning.					
2	Happiness that comes out of doing smart work is better than happiness coming out of doing hard work in the College of Education.					
3	Updating the knowledge is very essential for me so as to meet the growing demand of my job.					
4	Supervision for practice teaching gives peace of mind than taking a casual leave for a break.					
5	I use college library for updating my knowledge.					
6	I feel dissatisfied if I cannot concentrate on my work due to personal problems.					
7	I make strong attempt to attend in-service programmes like orientation, refresher courses, seminar, symposia etc.					
8	The application of new learning gives me job satisfaction.					
9	The internet facility available in the college helps me to enrich curricular transaction.					
10	Getting 100 percent result in B.Ed. course is important than developing quality, competent teachers.					
11	I am trying hard to excel in every aspect of my profession.					
12	Hard decision for the welfare of the majority of the students and teachers, even though not in the self-interest, should be agreed.					
13	A strong attempt should be made to safeguard the individual rights of the teachers.					
14	The students who are disadvantaged should be given first priority while giving any opportunity.					

SA=strongly agree,

D=disagree,

A= agree,

SD=strongly disagree

CS= can't say,

Sr. no.	Statements	A	F	S	R	N
1	I feel comfortable to work as I have suitable physical environment in the college.					
2	Teachers in my college insist on face to face communication with each other.					
3	My college principal engages in words and deeds that enhance his/her image of competence.					
4	My college identifies and discusses actual or potential major opportunities.					
5	My college listens to students and responds quickly to their needs.					
6	The college management discusses the problems of the teachers .					
7	My college continuously uses every possible source to make teachers aware about changing policy in education.					
8	I maintain a high level of performance to gain higher status.					
9	Performance of the family role and performing as a lecturer in the college does give me dual role syndrome.					
10	Written notices are found to be more effective than verbal messages.					
11	My college principal serves as a role model for me.					
12	My college takes efforts to make teachers realize about changing expectation of students and society.					
13	Teachers in my college adapt quickly to new work environment.					
14	The college management interfere with the day to day work of teachers.					
15	The responsibility of preparing future teachers motivates me to do my best.					
16	I am clear what my superiors expect of me on my job.					
17	Interactions among teachers improve the team performance.					
18	Teachers in my college prefer e-mails than speaking over phone.					
19	My college principal can be trusted to help me overcome any obstacle.					
20	My college encourages teachers to utilize the technology in B.Ed. course to the maximum					

	extent.					
21	My college implements innovative ideas quickly.					
22	The teachers in my college get permission to meet the president, secretary or members of managing committee directly to discuss their problem.					
23	I experiment with my ideas taking personal initiative or discretion in carrying out the work.					
24	High expectations of the college motivate team success in my college.					
25	College uses two way communication such as suggestion system, open meeting, e-bulletin board etc.					
26	My college principal makes us aware of strongly held values, ideals, and aspirations that we have in common.					
27	Formal and informal discussions are held to create sense of urgency around needed change.					
28	My college experiments with new ideas in the education field.					
29	The working environment in college is very encouraging.					
30	I handle the work enthusiastically due to responsibilities and freedom of doing the work given to me.					
31	I feel bad that I would have given better performance if some more time is available for my discretion.					
32	The environment of my college encourages the teachers to work in a team rather than individually.					
33	My college principal mobilizes a collective sense of mission.					
34	Teachers in my college are encouraged to update knowledge and skills about instructional activities.					
35	My college responds quickly to competitive threats.					
36	The college management works for the betterment of the teachers.					
37	I have to finish my work hurriedly due to excess of work.					
38	The success of examination committee depends on the cooperation of other committees like library committee, diagnosis and remedial work committee and guidance and counseling committee etc.					

39	Teachers in my college ignore the message if not clarified properly.					
40	My college principal articulates a vision of future opportunities.					
41	To reduce fear of unknown, lecturer in my college are regularly sent to the seminar, workshops, conferences etc.					
42	My college quickly benefits from the opportunities in the field of education.					
43	The college management respects the individuality and dignity of teachers.					
44	I am interested in teaching different subjects every year to enrich my knowledge.					
45	Most of my time and energy is wasted in managing conflicts with colleagues.					
46	The committee in which I work is self-sufficient.					
47	The filtered messages are transferred to the principal.					
48	My college principal talks optimistically about the future.					
49	Changes in my college are synchronous with change in educational scenario.					
50	Teachers in my college work well together in team.					
51	The college provides seed money for research.					
52	I am excited to handle different portfolios each year which gives me variety of experiences.					
53	I actively participate in conducting extracurricular activities to utilize my talents/abilities.					
54	Mutual discussions among teachers lead to decision making.					
55	My college principal helps the teachers to feel more competent in what they do.					
56	Good work is rewarded in my college.					
57	Teachers in my college are treated fairly.					
58	The new teachers are guided properly by the senior teachers in my college.					
59	The interference of other committee brings down the quality of committee in which I work.					
60	Sharing with my colleagues make me feel like an important part of the college.					
61	My college principal focuses attention on irregularities, mistakes, exceptions and deviations from what is expected of me.					
62	The college encourages professional development of the teachers by conducting					

	lectures in different aspect by eminent personalities.					
63	Management works hard to keep teachers happy.					
64	The new teachers are excluded in the decision making process of my college.					
65	I face problems due to lack of sufficient skills to do this job.					
66	I evaluate myself after every lecture intrinsically and try to better myself next time.					
67	Increasing expectations of different statutory bodies (like UGC, NCERT, NCTE etc.) about teacher educators create feeling of insecurity about my future.					
68	My college encourages the teachers to work in a team.					
69	Teachers give constructive feedback to help each other to improve performance.					
70	My college principal points out what benefits I will receive if I do what is required.					
71	Teachers in my college receive assistance to overcome any personal problems.					
72	The teachers in my college prefer to work alone rather in a team.					
73	My college principal tells me what do to be rewarded for my efforts.					
74	Staff enrichment programmes are part and parcel of process management of my college.					
75	Teachers are kept informed of what is happening in the organization.					
76	I feel good about myself after I give appropriate lesson guidance to students.					
77	The principal delegates the work to the team.					
78	College activities are going on smoothly due to smooth communication.					
79	My college principal is alert for failure to meet standards.					
80	Teachers in my college care for each other.					
81	I set high work standards for myself for continuous improvement.					
82	The annual day of the college is successful if reception committee, cultural committee, prize distribution committee etc. work in coordination.					
83	The teachers in my college listen and understand the feeling and problems of each other.					
84	Teachers who perform the best get higher position.					

85	The macro teaching is planned by the committee by considering the input from the micro teaching committee.					
86	The principal and the staff of my college communicate with the students.					
87	My college principal talks about special rewards for good work.					
88	Every teacher of my college gets his or her job done like clockwork.					
89	Teachers in my college change their point of view in necessary circumstances.					
90	The suggestion box is used for the betterment of colleges.					
91	Teachers act in a manner that indicates that they feel mutually accountable to one another for the success of the team.					
92	My college produces highly qualified, skilled teachers.					
93	Teachers in my college continually search for ways to work more efficiently.					

Put the \surd by choosing the correct option of decision making for different situations given below (1, 2, 3, 4, 5, 6, 7).

The different options of decision making are given below i.e. a) b) c) d) e)

Situations:

		a)	b)	c)	d)	e)
1	Making year plan					
2	Allotment of teaching subjects					
3	Planning of extracurricular activities					
4	Selecting student teachers for giving them responsibilities					
5	Undertaking new projects/ activities etc.					
6	Assigning portfolio					
7	Making changes in routine work					

Options of decision making :

- The principal makes the decision alone without any teacher's involvement.
- The principal asks for information from concerned teachers. The principal makes the decision alone without telling them anything about the problem.
- The principal describes the problem to relevant teachers individually, getting their information and recommendations. The principal makes the final decision, which does not necessarily reflect the advice that teachers have provided.
- The principal describe the problem to teachers in a meeting. In which they discuss information and recommendations. The principal makes the final decision, which does not necessarily reflect the advice that teachers have provided.
- The principal describes the problem to teachers in a meeting. In which they discuss the problem, identify solutions and choose the best solution in team.

ORGANIZATIONAL BEHAVIOR INTERVIEW SCHEDULE

Experience of principal ship: 0-5yrs. 5-10 yrs.

10-20yrs. 20 yrs. Onward

Sr.no	Questions
1	As you are working in the College of Education, do you want to go for further learning?
2	Do you feel the necessity of updating the knowledge so as to meet the growing demands of your job?
3	What efforts do you take to encourage learning in your organization?
4	How do teachers respond to these efforts?
5	Is getting 100 percent result in B.Ed. course important than developing quality, competent teachers?
6	Do you feel hard decision for the welfare of the majority of the students and teachers, even though not in the self-interest, should be agreed?
7	Do you feel, a strong attempt should be made to safeguard the individual rights of the principals?
8	Do you feel the disadvantaged should be given first priority while giving any opportunity?
9	How far do teachers follow values and ethics?
10	Do you maintain a high level of performance to gain higher status?
11	Do you handle the work enthusiastically due to responsibilities and freedom of doing the work given to you?
12	Do you set high work standards for yourself for continuous improvement?
13	Are teachers motivated to do their job?
14	What strategies do you apply to motivate the teachers?
15	Do you feel, physical environment of the college is comfortable?
16	Are your teachers clear what you expect of them on their job?
17	Do you feel bad that you would have given better performance if some more time is available for your discretion?
18	Do you feel dissatisfied if you cannot concentrate on your work due to personal problems?
19	Do you feel most of your time and energy is wasted in managing conflicts with teachers?
20	Do you have to finish your work hurriedly due to excess of work?
21	Are teachers in this organization under stress?

22	If yes, What may be the possible reasons of their stress?
23	Does your college encourage the teachers to work in a team?
24	What do you do to encourage them to work in team?
25	Do the teachers in your college prefer to work alone rather in a team?
26	Do you involve teachers in decision making?
27	If yes, In which areas and to what extent do you involve teachers in decision making?
28	Whenever you encourage teachers to participate in decision making how do they reciprocate?
29	Do the teachers in your college ignore the message if not clarified properly?
30	Are the filtered messages transferred to you?
31	Which different channels do you use for communication in the college?
32	What strategies do you use for effective communication?
33	Do you make teachers aware of strongly held values, ideals, and aspirations that you have in common?
34	Do you mobilize a collective sense of mission?
35	Do you articulate a vision of future opportunities?
36	Do you talk with teachers about special rewards for good work?
37	Do you focus attention on irregularities, mistakes, exceptions and deviations from what is expected of teachers?
38	Are you alert for failure to meet standards?
39	Does your college implement innovative ideas quickly?
40	Does your college experiment with new ideas in the education field?
41	Does your college listen to students and responds quickly to their needs?
42	Does your college respond quickly to competitive threats?
43	Do the teachers in your college receive assistance to overcome any personal problems?
44	Do you inform the teachers of what is happening in the organization?
45	Does your college quickly benefit from the opportunities in the field of education?
46	Does the management work hard to keep teachers happy?

47	Do the teachers in your college work well together in team?
48	What is unique about the culture of you organization?
49	What do you do to maintain the culture of your college?
50	Does the college management interfere with the day to day work of teachers?
51	Do the teachers in your college get permission to meet the president, secretary or members of managing committee directly to discuss their problem?
52	Does the college management work for the betterment of the teachers?
53	Are the new teachers guided properly by the senior teachers in your college?
54	Does the college management discuss the problems of the teachers?
55	Do you include the new teachers in the decision making process of your college?
56	Does the college management respect the individuality and dignity of teachers?
57	Does the college provide seed money for research?
58	What do you do to improve employee relationship?
59	Does your college encourage teachers to utilize the technology in B.Ed. course to the maximum extent?
60	Does your college identify and discuss actual or potential major opportunities?
61	Are the formal and informal discussions held to create sense of urgency around the needed change?
62	Do the teachers in your college are regularly sent to the seminar, workshops, conferences etc.?
63	Are the changes in your college synchronous with change in educational scenario?
64	Does the college encourage professional development of the teachers by organizing lectures of eminent personalities?
65	Do you encourage the teachers in your college to update knowledge and skills about instructional activities?
66	Does your college take efforts to make teachers realize about changing expectation of students and society?
67	Does your college continuously use every possible source to make teachers aware about changing policies in education?
68	What strategies do you adopt to face change?

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Chapter 1

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