A STUDY OF WORK CULTURE AMONG TEACHERS OF
GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN
RELATION TO THEIR GENDER AND LEADERSHIP
STYLE OF THE PRINCIPALS

A SUMMARY OF THE THESIS
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SUMMARY

Work is common in the lives of most of us that as with other momentous things, we tend to take it for granted. In the twentieth century, the scientific and technological developments have brought in a number of changes in the pattern of living and attitude towards work. These changes that have occurred during the history of man have brought different concepts about the role of work in the life of an individual. The ethical, logical and philosophical outlooks regarding work have changed and to some extent travelled parallel with other social, moral and spiritual concerns.

Work place above all portions of the social space of an individual should be filled with new experiences, because it is in the work-place that new experiences are likely to be disciplined into some kind of utilitarian regularity and routine. Today's research leads either to the conception that work is inherently in conflict with social and psychological needs of individuals or that the individuals are irresponsible. Under the former view, the work is blamed for a variety of social ills, while under the latter, the workers are accused of generating organizational problems, but the fact is that difficulties are neither with work or individuals per se, but the way work is organizationally structured which has been given name 'work culture'. Work culture facilitates the acceptable solutions for knowing the problems, which members learn, feel and set the principles, expectations, behaviour, patterns, and norms that promote a high level of achievement (Marcoulides & Heck, 1993; Schein, 1992).

Work culture is socially learned and transmitted by members; it provides the rules for behaviour within the organisation. Thus, the work culture of an organisation refers to the belief that can guide staff in knowing what to do and what not to do, including practices, values and assumptions about their work.

Formal organizations have leaders and purposes. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. The leader of an organization ensures that associated efforts are productive. It demands the capacity to coordinate many different and conflicting types of human personalities. To accomplish this, the leaders should
possess those attributes which are conducive for bringing out the most creative and best efforts on the part of members of an organization or in other words, leadership style of the administrator has an important role to play in determining the work culture of an organization.

Educational institutions such as schools, like other formal organizations, develop a culture of behavioural norms that correspond to work in the organization and to those they serve. In human organizations like schools, number of individuals work towards a common goal. Each of these individuals brings to the work situation a different background of personal and social experiences. The principal is the coordinating agency, who keeps the balance and ensures the harmonious development of the whole institution. Principal is directly responsible to make his subordinates, the teachers to work in direction of goal achievement. School principals can manipulate culture, climate and effectiveness of an organization, and those manipulations affect the job satisfaction of people within the organization. By exercising certain leadership styles, principals can influence their school's instructional environment, a complex constellation involving the attitude and behaviour of teachers, students, parents, and community at large towards education.

Therefore, leader and leadership styles are very important variables in determining work culture of the school. In consideration with the present study, it was thought necessary to know about the concepts of work culture and leadership styles.

**WORK CULTURE**

Work culture means work related activities and the meanings attached to such activities in the framework of norms and values regarding work. These activities, norms and values are generally contextualized in an organization. An organization has its boundaries, goals and objectives, technology, managerial practices, material and human resources as well as constraints. The employees of an organization have skills, knowledge, needs and expectations. These two set of factors-organizational and organismic-interact and overtime establish roles, norms and values pertaining to work. It is this totality of the various levels of interacting factors around the focal concern for work which is labelled as *work culture*. Work culture is basically a system of
shared beliefs that members of the organization have, which determines how members in an organization act when confronted with decision-making responsibilities. In every organization, one can notice that there are systems or patterns of values that are constantly evolving. These shared values will also affect how the employees will deal with issues and concerns inside and outside the organization.

Thus, work culture comprises of the attitudes, experiences, beliefs and values of an organization. It consists of specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with other individuals outside the organization. The values of an organization are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behaviour organizational members should use to achieve these goals. From organizational values, develop organizational norms, guidelines or expectations that prescribe appropriate kinds of behaviour expected from employees in a particular situation and control the behaviour of organizational members towards one another.

**LEADERSHIP STYLES**

Leadership style is the manner and approach of providing directions, implementing plans and motivating people. Different leadership styles are the characteristics that critically define the leaders in an organization. There are a number of different approaches or 'styles' to leadership that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well the organizational culture and norms, which would encourage some styles and discourage others. More specifically, dimensions of leadership style depict the way in which a leader attempts to (a) influence the behaviour of subordinates (b) makes decisions regarding the direction of the group and (c) maintains his or her balance between the goal attainment function and maintenance function of the group.
Classification of Leadership Styles

Leadership styles can be classified as:

• **Authoritarian or Autocratic Leadership Style**

  In autocratic leadership style, leader seeks to have the maximum authority and control in decision making. Leader takes decision without consulting with others. Leader is least concerned with the new points of colleagues or followers and the decision making becomes a solitary process.

• **Democratic Leadership**

  Democratic leadership is the leadership style that promotes the sharing of responsibility, the exercise of delegation and continual consultation. In democratic leadership style, the leader seeks consultation on all major issues and decisions. Leader effectively delegates tasks to subordinates and gives them full control and responsibility for those tasks.

• **Delegative (Free reign) Leadership Style**

  The delegative leadership style is also known as the laissez-faire style of leadership. Delegative leadership is an approach in which the leader places great responsibility on lower level managers and employees. Employees who have the skills to analyze situations and the confidence to implement decisions thrive under this style of leadership.

**Apart-from the above mentioned leadership styles as given by different researches some other leadership styles also exist, these are:-**

• **Charismatic Leadership**

  Charismatic leadership style rests on the assumption that charm and grace are all that are needed to create followers. People follow others that they personally admire. The charismatic leader gathers followers through dint of personality and charm. Charismatic leaders pay a great deal of attention in scanning and reading the environment, and are good at picking up the moods and concerns of both individuals and larger audiences.
• **Situational Leadership**

Situational leadership rests on the assumption that the best action of the leaders depend upon a range of situational factors. When a decision is needed, an effective leader does not fall into a single preferred style. Factors that affect situational decisions include motivation and capability of followers. The leader of an organization adjusts leadership style to fit the development level of followers leader tries to influence. The leader may change the style continually to meet the needs of others in the organization based on the situation. This in turn is affected by factors within the particular situation. The relationship between followers and leader may be another factor that affects leadership behaviour as much as it does follower behaviour.

• **Transactional Leadership**

Transactional style of leadership was described by Bass (2003). Transactional style is based on the assumption that employees are motivated by reward and punishment. The subordinates have to obey the orders of the superior. The subordinates are not self-motivated. They can be closely motivated and controlled to get the work done from them.

Transactional leadership focuses on the basic management process of controlling, organizing and short term planning. Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader.

• **Transformational Leadership**

Transformational leadership rests on the assumption that subordinates will follow a person who inspires them. A person with vision and passion can achieve great things. The way to get things done is by injecting enthusiasm and energy in the employees.

• **Quiet Leader**

Quiet leadership rests on the assumptions that *the actions of a leader speak louder than the words*. People are motivated when leader appreciates the efforts. Ego and aggression are neither necessary nor constructive. Quiet leaders realize leadership
is a long process, rather than a single, dramatic event. Quiet leaders have lots of tenacity. Actions of quiet leader emerge out of care and concern for employees and organization and care and concern emerge out of strong motives; some altruistic, some self regarding and these motives impel them forward.

- **Servant Leadership**

  A servant leader places main focus on people, because only contented and motivated people are able to reach the targets and fulfil the set expectations. Servant leaders achieve results for their organizations by giving priority and attention to the needs of the colleagues and those they serve.

- **Task Oriented (Initiating Structure) and People Oriented Leadership Style (Consideration)**

  Task-Oriented leadership style is the style in which leader helps subordinates figure out what is expected of them and manages the daily activities towards accomplishing a task.

  ➢ **Initiating structure**

  Initiating structure is a task oriented leadership style and refers to the degree to which a leader defines and organizes his role and the role of followers, is oriented towards goal attainment and establishes well-defined patterns and channels of communication. Initiating structure style includes:

  - Letting group members know what is expected of them.
  - Encouraging the use of uniform procedures.
  - Trying out ideas in the group.
  - Making ideas clear to the group.
  - Deciding what shall be done and how it shall be done.
  - Assigning particular tasks to group members.
  - Making sure that the role and importance of the leader is understood by group members.
  - Scheduling the work to be done.
  - Maintaining definite standards of performance.
  - Asking the group members follow standard rules and regulations.
• Coordinating work activities.
• Decision making, designing work systems.
• Managing materials and facilities.
• Performing administrative activities and ensuring quality.
• Ensuring personnel decision making maintaining safely.
• Eliminating barriers.
• Leading others in terms of taking charge, orienting others, setting goals for others, interpreting the meaning of information for others.

➢ People–Oriented Style (Consideration)

In the people-oriented style, the leader provides a more supportive role in providing a positive work environment in which the workers can maximize their productivity.

Consideration is a people oriented style in which a leader shows concern and respect for the followers, looks out for their welfare, and expenses appreciation and support.

Consideration style includes

• Being friendly and approachable.
• Doing little things to make it pleasant to be a member of the group.
• Putting suggestions made by group into operation.
• Treating all group members as equal.
• Giving advance notice of changes.
• Making one accessible to group members.
• Looking out for the personal welfare of the group members.
• Willingness to make changes.
• Explaining actions.
• Consulting the group when making changes.
• Facilitating discussion.
• Nurturing relationships.
• Reinforcing success by developing and building teams.
• Assessing others.
• Cooperating and persuading.
• Resolving conflicts, negotiating, empowering and inspiring.

Leadership Styles in Education

There is no denying the fact that there is no single best way to lead and inspire in the field of education. Each educator, as well as schools, view leadership strategies differently as certain situations, features and actions seem far more favourable than others at different levels and times. Broadly, three strategies that can be summed as types of leadership styles in education that are used individually or as a versatile combination. These three leadership styles are; hierarchical, transformational and facilitative.

Hierarchical leadership styles are based on the transitional method of education that lays more emphasis on a top-down approach in which all course of action is asserted and carried out with formal authority and has little scope for participatory analysis. The administrative head, namely the principal, carries out all duties of a planner, supervisor, analyst, resource allocator etc. It is a very straightforward type of leadership styles with major emphasis on efficiency, control and routines.

Transformational leadership styles are based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Although, most decisions are taken individually or by a small group of people, transformational leadership style opens the door wide for intellectual excitement, motivation through values and a shared vision by participation in leadership activities. A leader who follows transformational leadership fosters a sense of purpose and meaning to unite people for a better cause.

Facilitative leadership styles are very much similar to the strategies used in transformational styles, but more democratic in practice. A facilitative educational leader works with the entire management, offering them partnership in preparing for the future and by promoting collective ideas by being a part of the crowd rather than
being at the centre. Empowering the entire education system is the primary goal of the leader practicing facilitative leadership styles.

What works best for which institution and how it needs to be, is based on careful strategic planning and consideration of its vision. A leader should use strategies and options flexibly to balance both short-term and long-term goals, and above all, must serve the institutional values.

**TYPE OF SCHOOLS: GOVERNMENT /PRIVATE**

Education is the most important edifice upon which the future of a child depends. Education in India is imparted by both the government as well as private schools. In India, human capital formation has traditionally occurred in government funded schools but since liberalization in 1991, private schools increasingly offer an alternative. According to a national survey data, private schooling participation in rural India has grown from 10% in 1993 to 23% of student population in 2007. Private school participation is considerably higher in urban India.

The defining distinction between government and private schools is their different sources of support. Government schools depend primarily on local, state and central government funds, while private schools are usually supported by tuition payments and sometimes by funds from other non public sources such as religious organizations, endowments, grants and charitable donations. Tuition at private schools varies considerably by grade level and whether or not the school has a religious affiliation. Private schools provide an alternative for parents who are dissatisfied with government schools or have other reasons for wanting their children to attend a private school. Within the private schools, parents can choose among a range of religiously affiliated and nonsectarian schools.

Although, there is much variation within each sector, in the aggregate, government school students present their schools with greater challenges than do the private school counterparts. Not only do the students come from more diverse racial/ethnic and linguistic backgrounds, but also the teachers of government schools are more likely to perceive their students and their families as having problems that can interfere with learning. Overall, the teachers in government schools are more likely than their private school counterparts to have certain attributes that are thought
to contribute to effective teaching. These include better schooling, greater teaching experience and greater participation in professional development activities. However, the government and private school teachers use similar teaching strategies. On average, government school teachers earn more and receive more benefit, which provide government schools with one advantage when trying to attract and retain the best teachers. In the aggregate, private schools seem to offer a greater sense of community, greater teacher autonomy in the classroom and more local influence over curriculum and important school policies. In addition, on average, private schools have a climate that would appear to be more conducive to learning, including greater safety and fewer problems caused by students having poorer attitudes towards learning or negative interactions with teachers.

Although, there are many differences between government and private schools, the achievement of the students does not depend on whether they attend government or private schools, but is related in complex ways to the abilities, attitudes and problems students bring to school, the skills and expertise of the teachers, the quality of the learning environment which is the joint responsibility of students, teachers, school administrators, parents, the larger communities in which the schools are located and policy making at the local, state and federal levels.

**STATEMENT OF THE PROBLEM**

**A STUDY OF WORK CULTURE AMONG TEACHERS OF GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN RELATION TO THEIR GENDER AND LEADERSHIP STYLE OF THE PRINCIPALS.**

**EMERGENCE OF THE PROBLEM**

The present research aims at studying work culture among the teachers of government and private secondary schools in relation to their gender and leadership style of the principal. The study makes an attempt to understand the variety of social fabrics in which human beings live out their lives while performing work activities on one hand and value systems prevailing in these fabrics on the other. It is also important to bring the work culture of schools into strong focus because in the present and increasingly in the future, work is most likely to occupy less importance in the life of the individual. This could mean that a young person would enter the world of
work with norms and values that may not help him to place work at the centre of his life. It may also mean that in future, workers would envision themselves less as workers and more as consumers. This development may have serious implications for the motivation to work and the nature of work environment particularly in case of those service organizations which produce human factor.

Schools known as subsystem of society play a defined role in its growth and development. There is no single comprehensive organizational theory that fully explains the complexity of the school as a social organization. Schools are regarded as machines, organizers as brains and culture as systems and structures. If school machines were to run more efficiently, the product would be greatly improved. But schools are more than bureaucratic machines and goals and functions of schools may be more political, more cultural and more human than rational. Educational reforms proposed without regards for the rational human aspects of schools may become educational fads or even organizational barriers to meaningful and lasting school changes. Many practitioners spending time in schools know that cultural differences are real and directly influence the quality of work life. Empirical validation of common cultural features in school organizations may better enrich the current reform efforts and help reduce the educational faddism. This study will help to know the areas of strengths and weakness of various aspects of work culture of the school. The fundamental optimism rests on the conviction that improvements can be made in man–work relationships, particularly, if a search is sought to establish a knowledge base for such improvements. The present study is a step initiated in this direction.

One of the important features of the work subculture is the extent to which sharp distinctions are made between men and women work. The division of labor according to gender is probably the oldest kinds of differential role assignment in the history of society. Even in contemporary society, where one third of the labor force is female; there are many occupations which are exclusively or almost entirely propelled by either sex, despite the fact that there may be nothing in the required skills which demands such specializations.

With the rise in modern industry, though the barriers between men and women's work have greatly diminished, nevertheless, people are still very firm of ideas of what is men’s work and what is women's work. Although, women today work
in large number, they are largely found in light manufacturing, in certain services and consumer industries in the lower level of white-collar work and in such traditional female occupations as nursing, teaching and social work. These dimensions are largely, if not entirely, cultural and social in their origin, at least in highly industrialized societies. Though the rapid development of technology has abolished muscle power from most industrial tasks, but some areas of work are still carried out by males. Since the work environment has so greatly changed, while we can expect that the barriers to erode, gender will remain a major feature of the work subculture for times to come. The demographic variable i.e. gender is one of the important variables influencing work culture.

Schools are the formal organizations. Formal organizations have leaders and purposes. During the process of formation of school as organization, the principal as the leader of the school creates an organization which reflects their values and beliefs. In this sense, the principal of the school creates and shapes the cultural traits of the school. However, as the school as an organization develops and time passes, the created culture of the school exerts an influence on the leader and in turn, shapes the action and style of the principal. There is no shortage of claims that leadership style of a leader and work culture of the organization are interlinked (Schien, 1992; Bass & Avolio, 1993). The studies conducted suggest that work culture and leadership style are inter-related, the precise nature and form of interaction between the two variables is not fully understood. Clearly, further research is necessary to identify, explore and elucidate the pattern of association between work culture and leadership style because while considering school reform issues, it would be noteworthy to examine the relationship between leadership style and work culture in an effect to identify factors that facilitate or enhance improvements. As organizational leaders struggle to lead their organizations to become high performing, quality organizations, there is an increasing recognition that a particular leadership style is required to successfully develop and sustain a motivated and committed work force.

Therefore, there is need for investigation because of the growing realization among educationists that a good administration is vital to achieve the aims of education and educational administration involves new knowledge which leads to new insights into administrative behaviour. When dealing with the various constituencies
necessary to attain the educational goal, the administrator needs to adapt his or her leadership style to the differing readiness levels of the individuals and groups with which he or she is dealing. Thus, the administrator needs to operate appropriate leadership style depending on the special needs of the individual or group. This study is important from the point of view that appropriate variables of leadership style as well as work culture will lead to improvement of performances as well as satisfaction of employee and effectiveness and efficiency of institution and proper cultivation of human resources.

From the above discussion, it is clear that the two variables, gender and leadership style play an important role in determining the work culture of an organization. Therefore, the present study is a humble attempt to study work culture among teachers of government and private secondary schools in relation to their gender and leadership style of the principals.

**DELIMITATIONS OF THE STUDY**

- The present study was limited to a sample of 160 teachers only.
- The present study was limited to a sample of 40 principals only.
- The present study was limited to secondary schools (government and private) of Chandigarh only.
- Work culture among teachers of government and private secondary schools was studied in relation to gender of teachers and leadership style (initiating structure/consideration) of the principals only.

**OBJECTIVES OF THE STUDY**

1: To study the difference in the mean scores on work culture and separately on seven dimensions of work culture of teachers of government and private secondary schools.

2: To study the difference in the mean scores on work culture and separately on seven dimensions of work culture of female and male teachers of secondary schools.
3: To study the difference in the mean scores on work culture and separately on 
seven dimensions of work culture of teachers working with the principals of 
leadership style 1 (initiating structure) and leadership style 2 (consideration).

4: To study the interaction effect of type of school (government/private), and 
gender (male/female) of teachers on mean scores of work culture and 
separately on scores of seven dimensions of work culture.

5: To study the interaction effect of gender of teachers (male/female) and 
leadership style (initiating structure/consideration) of the principals on mean 
scores of work culture and separately on scores of seven dimensions of work 
culture.

6: To study the interaction effect of type of school (government/private), and 
leadership style (initiating structure/consideration) of the principals on mean 
scores of work culture of teachers and separately on scores of seven 
dimensions of work culture.

7: To study the interaction effect of type of school (government/private), gender 
(male/female) of teachers and leadership style (initiating structure/ 
consideration) on mean scores of work culture and separately on scores of 
seven dimensions of work culture.

HYPOTHESES OF THE STUDY

H_0_1: There is no significant difference in the mean scores of work culture of 
teachers of government and private secondary schools.

H_0_1.1: There is no significant difference in mean scores of dimension role 
clarity of teachers of government and private secondary schools.

H_0_1.2: There is no significant difference in mean scores of dimension job 
affect of teachers of government and private schools.

H_0_1.3: There is no significant difference in the mean scores of dimension 
performance value of teachers of government and private secondary 
schools.
**H01.4:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government and private secondary schools.

**H01.5:** There is no significant difference in the mean scores of dimension job satisfaction of teachers of government and private secondary schools.

**H01.6:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government and private secondary schools.

**H01.7:** There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government and private secondary schools.

**H02:** **There is no significant difference in the mean scores of work culture of female and male teachers of secondary schools.**

**H02.1:** There is no significant difference in the mean scores of dimension role clarity of female and male teachers of secondary schools.

**H02.2:** There is no significant difference in the mean scores of dimension job affect of female and male teachers of secondary schools.

**H02.3:** There is no significant difference in the mean scores of dimension performance value of female and male teachers of secondary schools.

**H02.4:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of female and male teachers of secondary schools.

**H02.5:** There is no significant difference in the mean scores of dimension job satisfaction of female and teachers of secondary schools.

**H02.6:** There is no significant difference in the mean scores of dimension socio-personal obligations of female and male teachers of secondary schools.

**H02.7:** There is no significant difference in the mean scores of dimension school organizational climate description of female and male teachers of secondary schools.
Ho3: There is no significant difference in the mean scores of work culture of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.1: There is no significant difference in the mean scores of dimension role clarity of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.2: There is no significant difference in the mean scores of dimension job affect of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.3: There is no significant difference in the mean scores of dimension job performance value of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.4: There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.5: There is no significant difference in the mean scores of dimension job satisfaction of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.6: There is no significant difference in the mean scores of dimension socio-personal obligations of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

Ho3.7: There is no significant difference in the mean scores of dimension school organizational climate description of teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).
H₀₄: There is no significant interaction effect of type of school and gender of teachers to yield difference in work culture.

H₀₅: There is no significant interaction effect of gender of teachers and leadership style of the principals of secondary schools to yield difference in the work culture.

H₀₆: There is no significant interaction effect of type of school and leadership style of the principals to yield difference in the work culture.

H₀₆.₁: There is no significant difference in the work culture of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

H₀₆.₂: There is no significant difference in the mean scores of work culture of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).

H₀₆.₃: There is no significant difference in the mean scores of work culture of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

H₀₆.₄: There is no significant difference in the mean scores of work culture of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with principals of leadership style 1 (initiating structure).

H₀₆.₅: There is no significant difference in the mean scores of work culture of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

H₀₆.₆: There is no significant difference in the mean scores of work culture of teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

H₀₆.₁: There is no significant difference in the mean scores of dimension role clarity of teachers of government secondary schools working with
The relationship between leadership style and job impact and role clarity can be explored through the following hypotheses:

**H06.2a:** There is no significant difference in the mean scores of dimension role clarity of teachers of government and private secondary schools working with principals of leadership style 1 (initiating structure).

**H06.3a:** There is no significant difference in the mean scores of dimension role clarity of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with principals of leadership style 2 (consideration).

**H06.4a:** There is no significant difference in the mean scores of dimension role clarity of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with principals of leadership style 1 (initiating structure).

**H06.5a:** There is no significant difference in the mean scores of dimension role clarity of teachers of government and private secondary schools working with principals of leadership style 2 (consideration).

**H06.6a:** There is no significant difference in the mean scores of dimension role clarity of teachers working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

**H06.1b:** There is no significant difference in the mean scores of dimension job affect of teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H06.2b:** There is no significant difference in the mean scores of dimension job affect of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).

**H06.3b:** There is no significant difference in the mean scores of dimension job affect of teachers of government secondary schools working with the
principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

Hₜₙₜ.₄b: There is no significant difference in the mean scores of dimension job affect of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

Hₜₙₜ.₅b: There is no significant difference in the mean scores of dimension job affect of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

Hₜₙₜ.₆b: There is no significant difference in the mean scores of dimension job affect of teachers working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

Hₜₙ.₆.₁c: There is no significant difference in the mean scores of dimension performance value of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

Hₜₙₜ.₆.₂c: There is no significant difference in mean scores of dimension performance value of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure)

Hₜₙₜ.₆.₃c: There is no significant difference in the means scores of dimension performance value of teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

Hₜₙₜ.₆.₄c: There is no significant difference in the mean scores of dimension performance value of teachers of government secondary schools working with principals of leadership style 2 (consideration) and teachers of private
secondary schools working with the principals of leadership style 1 (initiating structure).

**H₀6.5c:** There is no significant difference in mean scores of dimension performance value of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

**H₀6.6c:** There is no significant difference in the mean scores of dimension performance value of teachers working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

**H₀6.1d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H₀6.2d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).

**H₀6.3d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H₀6.4d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government secondary schools working with principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**H₀6.5d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).
H06.6d: There is no significant difference in the mean scores of dimension job expectations and their fulfillment of teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

H06.1e: There is no significant difference in the mean scores of dimension job satisfaction of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

H06.2e: There is no significant difference in the mean scores of dimension job satisfaction of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).

H06.3e: There is no significant difference in the mean scores of dimension job satisfaction of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

H06.4e: There is no significant difference in the mean scores of dimension job satisfaction of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

H06.5e: There is no significant difference in the mean scores of dimension job satisfaction of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

H06.6e: There is no significant difference in the mean scores of dimension job satisfaction of teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

H06.1f: There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government secondary schools working
with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho6.2f:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho6.3f:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**Ho6.4f:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho6.5f:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

**Ho6.6f:** There is no significant difference in the mean scores of dimension socio-personal obligations of teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

**Ho6.1g:** There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho6.2g:** There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure).
\textbf{H_{6.3g}}: There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration).

\textbf{H_{6.4g}}: There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

\textbf{H_{6.5g}}: There is no significant difference in the mean scores of dimension school organizational climate description of teachers of government and private secondary schools working with the principals of leadership style 2 (consideration).

\textbf{H_{6.6g}}: There is no significant difference in the mean scores of dimension school organizational climate description of teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools.

\textbf{H_{7}}: \textbf{There is no significant interaction effect of type of school, gender of teachers and leadership style of the principals to yield difference in the work culture.}

\textbf{H_{7.1}}: There is no significant difference in the mean scores of work culture of male teachers of government secondary schools working with the principals leadership style 1 (initiating structure) and leadership style 2 (consideration).

\textbf{H_{7.2}}: There is no significant difference in the mean scores of work culture of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).
**H07.3:** There is no significant difference in the mean scores of work culture of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.4:** There is no significant difference in the mean scores of work culture of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**H07.5:** There is no significant difference in the mean scores of work culture of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.6:** There is no significant difference in the mean scores of work culture of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.7:** There is no significant difference in the mean scores of work culture of female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.8:** There is no significant difference in the mean scores of work culture of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H07.1a:** There is no significant difference in the mean scores of dimension role clarity of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).
H07.2a: There is no significant difference in the mean scores of dimension role clarity of male teachers of government secondary schools working with the principals of leadership style 2(consideration) and female teachers of government secondary schools working with the principals of leadership style 1(initiating structure).

H07.3a: There is no significant difference in the mean scores of dimension role clarity of female teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

H07.4a: There is no significant difference in the mean scores of dimension role clarity of male teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2(consideration).

H07.5a: There is no significant difference in the mean scores of dimension role clarity of male teachers of private secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

H07.6a: There is no significant difference in the mean scores of dimension role clarity of male teachers of private secondary schools working with the principals of leadership style 2(consideration) and female teachers of private secondary schools working with the principals of leadership style 1(initiating structure).

H07.7a: There is no significant difference in the mean scores of dimension role clarity of female teachers of private secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).

H07.8a: There is no significant difference in the mean scores of dimension role clarity of male teachers of private secondary schools working with the principals of leadership style 1(initiating structure) and female teachers of
private secondary schools working with the principals of leadership style 2 (consideration).

**Ho7.1b:** There is no significant difference in the mean scores of dimension job affect of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.2b:** There is no significant difference in the mean scores of dimension job affect of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho7.3b:** There is no significant difference in the mean scores of dimension job affect of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.4b:** There is no significant difference in the mean scores of dimension job affect of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**Ho7.5b:** There is no significant difference in the mean scores of dimension job affect of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.6b:** There is no significant difference in the mean scores of dimension job affect of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho7.7b:** There is no significant difference in the mean scores of dimension job affect of female teachers of private secondary schools working with the
principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.8b:** There is no significant difference in the mean scores of dimension job affect of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H07.1c:** There is no significant difference in the mean scores of dimension job performance value of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.2c:** There is no significant difference in the mean scores of dimension job performance value of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.3c:** There is no significant difference in the mean scores of dimension job performance value of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.4c:** There is no significant difference in the mean scores of dimension job performance value of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**H07.5c:** There is no significant difference in the mean scores of dimension job performance value of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.6c:** There is no significant difference in the mean scores of dimension job performance value of male teachers of private secondary schools working
with the principals of leadership style 2(consideration) and female teachers of private secondary schools working with the principals of leadership style 1(initiating structure).

\textbf{H}_07.7c: \text{There is no significant difference in the mean scores of dimension performance value of female teachers of private secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).}

\textbf{H}_07.8c: \text{There is no significant difference in the mean scores of dimension performance value of male teachers of private secondary schools working with the principals of leadership style 1(initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2(consideration).}

\textbf{H}_07.1d: \text{There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).}

\textbf{H}_07.2d: \text{There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of government secondary schools working with the principals of leadership style 2(consideration) and female teachers of government secondary schools working with the principals of leadership style 1(initiating structure).}

\textbf{H}_07.3d: \text{There is no significant difference in the mean scores of dimension job expectations and their fulfillment of female teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration).}

\textbf{H}_07.4d: \text{There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2(consideration).}
**H07.5d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.6d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.7d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.8d:** There is no significant difference in the mean scores of dimension job expectations and their fulfillment of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H07.1e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of government secondary schools working with the principals leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.2e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.3e:** There is no significant difference in the mean scores of dimension job satisfaction of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).
**H07.4e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**H07.5e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.6e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.7e:** There is no significant difference in the mean scores of dimension job satisfaction of female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.8e:** There is no significant difference in the mean scores of dimension job satisfaction of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H07.1f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.2f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female
teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.3f:** There is no significant difference in the mean scores of dimension socio-personal obligations of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.4f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**H07.5f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.6f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**H07.7f:** There is no significant difference in the mean scores of dimension socio-personal obligations of female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**H07.8f:** There is no significant difference in the mean scores of dimension socio-personal obligations of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

**H07.1g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of government
secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.2g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho7.3g:** There is no significant difference in the mean scores of dimension school organizational climate description of female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.4g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

**Ho7.5g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.6g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

**Ho7.7g:** There is no significant difference in the mean scores of dimension school organizational climate description of female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration).

**Ho7.8g:** There is no significant difference in the mean scores of dimension school organizational climate description of male teachers of private secondary
schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

TOOLS USED IN THE STUDY

For the present study, following tools were used by the investigator:

- Scale for work culture developed and validated by Bala, N. (1998) was modified by the investigator.
- Leadership Behaviour Description Questionnaire developed by Halpin (1966), adapted, modified and validated on Indian culture by investigator.

METHODOLOGY

The variables in the study were work culture, gender and leadership style. Leadership style of the principal consisted of two dimensions consideration and initiating structure, and the scale for measuring work culture of schools comprised of eight dimensions role clarity, job affect, performance value, job expectations and their fulfillment, job satisfaction, socio-personal obligations and school organizational climate description and total work culture.

POPULATION AND SAMPLE

To conduct the study, a list of government and private schools of U.T Chandigarh was procured from DEO office. 40 principals were randomly selected from government schools and equal number was selected from private schools. Leadership Behaviour Description Questionnaire was administered to all the 40 principals of government schools and on the basis of scoring, the investigator was able to identify a sample of 10 principals of leadership style initiating structure and 10 principals of leadership style consideration, thereby making a final sample of 20 principals from government schools (10 principals of leadership style initiating structure and 10 principals of leadership style consideration). Same procedure was followed for private schools. Thus, the final sample consisted of 40 principals.

For each leadership style, a total sample of 40 teachers (20 male and 20 female) was randomly selected. Same procedure was followed for private secondary
schools, thereby, making overall sample of 40 principals and 160 teachers which included 80 male and 80 female teachers.

**THE RESEARCH DESIGN**

The present study involves an ex-post facto design in which work culture and dimensions of work culture are dependent variable. The following functional relationship is attempted in the research.

\[
\text{Work Culture} = f(\text{RC, JA, PV, JEF, JS, SPO, SOCD})
\]

- **RC** = Role Clarity
- **JA** = Job Affect
- **PV** = Performance Value
- **JEF** = Job Expectations and Fulfillment
- **JS** = Job Satisfaction
- **SPO** = Socio-Personal Obligations
- **SOCD** = School Organizational Climate Description.

\[
\text{LS 1} = \text{Leadership Style 1 (initiating structure)}
\]

\[
\text{LS 2} = \text{Leadership Style 2 (Consideration)}
\]

**STATISTICAL TECHNIQUES EMPLOYED**

Statistical techniques are a major aid for data interpretation. With the help of statistical testing, a researcher can compare groups of data to determine the probability to the effect that differences between them are based on chance, thereby providing evidence for judging the validity of a hypothesis or inference.

In the present study, descriptive statistics i.e. mean, standard deviations were used for the analysis of the demographic characteristics of participants as well as nature of distribution of scores. Bar diagrams were used for the graphical presentations, wherever necessary.

2x2x2 analysis of variance (ANOVA) was used to examine the interaction effect of type of management in schools, gender of teachers and leadership style of the principals on work culture. T-test was used to examine the difference in mean
values of work culture among the teachers of government and private secondary schools in relation to their gender and leadership style of the principals.

CONCLUSIONS OF THE STUDY

1. The teachers of government and private secondary schools differ on mean scores of work culture.
   - The teachers of government secondary schools were higher on
     - Job affect dimension
     - Job expectations and their fulfillment dimension
     - Job satisfaction dimension and
     - Socio-personal obligations dimension of work culture as compared to the teachers of private secondary schools.
   - The teachers of private secondary schools were higher on
     - Overall work culture
     - Role clarity dimension and
     - School organizational climate description dimension as compared to the teachers of government secondary schools.
   - The teachers of government and private secondary schools do not differ on performance value dimension of work culture.

2. Female and male teachers of secondary schools differ on mean scores of work culture.
   - The female teachers were higher on
     - Role clarity dimension
     - Job expectations and their fulfillment dimension
     - School organizational climate description dimension and
     - Total work culture as compared to the male teachers.
   - The male teachers were higher on
     - Socio-personal obligations dimension of work culture as compared to the female teachers of secondary schools.
The female and male teachers do not differ on job affect, performance value and job satisfaction dimensions of work culture.

3. The teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on the mean scores of work culture.

- The teachers working with the principals of leadership style 1 (initiating structure) were higher on
  - Role clarity dimension
  - School organizational climate description dimension and
  - Total work culture as compared to the teachers working with the principals of leadership style 2 (consideration).

- The teachers working with the principals of leadership style 2 (consideration) were higher on
  - Job satisfaction and
  - Socio-personal obligations dimensions of work culture

- The teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on
  - Job affect dimension,
  - Performance value dimension and
  - Job expectations and their fulfillment dimension of work culture

4. The male and female teachers of government and private schools do not differ on work culture.

5. With the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration), male and female teachers were equal on work culture scores.

6. There was significant interaction effect of type of school and leadership style to yield difference in the mean scores of work culture.

6.1: The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on mean scores of work culture.
The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on total work culture as compared to the teachers of government secondary schools working with the principals of leadership style 2 (consideration).

6.2: Teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) differ on mean scores of work culture.

The teachers of private secondary schools were higher on work culture as compared to the teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

6.3: The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on mean scores of total work culture.

6.4: Teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on mean scores of work culture.

The teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the teachers of government secondary schools working with the principals of leadership style 2 (consideration).

6.5: Teachers of government and private secondary schools working with the principals of leadership style 2 (consideration) differ on mean scores of work culture.

The teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on work culture as compared to the teachers of government secondary schools working with the principals of leadership style 2 (consideration).
6.6: Teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools differ on mean scores of work culture.

The teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the teachers of private secondary schools working with the principals of leadership style 2 (consideration).

6.1a: Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on role clarity dimension of work culture.

Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the teachers working with principals of leadership style 2 (consideration).

6.2a: Teachers of government and private secondary schools working with principals of leadership style 1 (initiating structure) differ on role clarity dimension of work culture.

The teachers of private secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the teachers of government schools working with principals of leadership style 1 (initiating structure).

6.3a: Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with principals of leadership style 2 (consideration) differ on role clarity dimension of work culture.

The teachers of government secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension role clarity of work culture as compared to the teachers of private secondary schools working with principals of leadership style 2 (consideration).
6.4a: Teachers of government secondary schools working with principals of leadership style 2 (consideration) and teachers of private secondary schools working with principals of leadership style 1 (initiating structure) differ on mean scores of role clarity dimension of work culture.

The teachers of private secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the teachers of government secondary schools working with principals of leadership style 2 (consideration).

6.5a: The teachers of government and private secondary schools working with principals of leadership style 2 (consideration) differ on role clarity dimension of work culture.

The teachers of private secondary schools working with principals of leadership style 2 (consideration) were higher on the dimension role clarity as compared to the teachers of government secondary schools working with principals of leadership style 2 (consideration).

6.6a: Teachers working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools differ on role clarity dimension of work culture.

The teachers of private secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the teachers of private secondary schools working with principals of leadership style 2 (consideration).

6.1b: Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job affect of work culture.

6.2b: Teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension job affect of work culture.

The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the
dimension job affect of work culture as compared to the teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

6.3b: ➢ Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on dimension job affect of work culture.

➢ The teachers of government secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension job affect of work culture as compared to the teachers of private secondary schools working with the principals of leadership style 2 (consideration).

6.4b: ➢ Teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension job affect of work culture.

➢ The teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on the dimension job affect of work culture as compared to the teachers of private secondary schools working with principals of leadership style 1 (initiating structure).

6.5b: ➢ Teachers of government and private secondary schools working with principals of leadership style 2 (consideration) differ on dimension job affect of work culture.

➢ The teachers of government secondary schools working with principals of leadership style 2 (consideration) were higher on the dimension job affect of work culture as compared to the teachers of private secondary schools working with principals of leadership style 2 (consideration).

6.6b: ➢ Teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools do not differ on dimension job affect of work culture.
6.1c: The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 1 (consideration) do not differ on performance value dimension of work culture.

6.2c: The teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on performance value dimension of work culture.

6.3c: The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on performance value dimension of work culture.

6.4c: The teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on performance value dimension of work culture.

6.5c: Teachers of government and private secondary schools working with the principals of leadership style 2 (consideration) do not differ on performance value dimension of work culture.

6.6c: Teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools do not differ on performance value dimension of work culture.

6.1d: Teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on job expectation and their fulfillment dimension of work culture.

6.2d: Teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) differ on job expectations and their fulfillment dimension of work culture.
Teachers of government secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension job expectations and their fulfillment as compared to the teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

6.3d: Teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on job expectations and their fulfillment dimension of work culture.

6.4d: Teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on job expectations and their fulfillment dimension of work culture.

6.5d: Teachers of government and private secondary schools working with the principals of leadership style 2 (consideration) differ on job expectations and their fulfillment dimension of work culture.

6.6d: Teachers working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) of private secondary schools do not differ on job expectations and their fulfillment dimension of work culture.
6.1e: Teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on job satisfaction dimension of work culture.

The teachers of government secondary schools working with principals of leadership style 2 (consideration) were higher on the dimension job satisfaction as compared to the teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

6.2e: Teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) differ on job satisfaction dimension of work culture.

The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on job satisfaction dimension of work culture as compared to the teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

6.3e: Teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on job satisfaction dimension of work culture.

The teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on the dimension job satisfaction of work culture as compared to the teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

6.4e: Teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on job satisfaction dimension of work culture.

Teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on the dimension job
satisfaction of work culture as compared to the teachers of private secondary schools working with principals of leadership style 1(initiating structure).

6.5e: Teachers of government and private secondary schools working with the principals of leadership style 2(consideration) do not differ on job satisfaction dimension of work culture.

6.6e: Teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration) of private secondary schools differ on job satisfaction dimension of work culture.

Teachers of private secondary schools working with the principals of leadership style 2(consideration) were higher on job satisfaction dimension of work culture as compared to the teachers of private secondary schools working with the principals of leadership style 1(initiating structure).

6.1f: Teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration) differ on socio-personal obligations dimension of work culture.

The teachers of government secondary schools working with the principals of leadership style 2(consideration) were higher on the dimension socio-personal obligations as compared to the teachers of government secondary schools working with the principals of leadership style 1(initiating structure).

6.2f: Teachers of government and private secondary schools working with the principals of leadership style 1(initiating structure) differ on socio-personal obligations dimension of work culture.

The teachers of government secondary schools working with the principals of leadership style 1(initiating structure) were higher on the dimension socio-personal obligations of work culture as compared to
the teachers of private secondary schools working with the principals of leadership style 1(initiating structure).

6.3f: Teachers of government secondary schools working with the principals of leadership style 1(initiating structure) and teachers of private secondary schools working with the principals of leadership style 2(consideration) differ on socio-personal obligations dimension of work culture.

Teachers of government secondary schools working with the principals of leadership style 1(initiating structure) were higher on dimension socio-personal obligations as compared to the teachers of private secondary schools working with the principals of leadership style 2(consideration).

6.4f: Teachers of government secondary schools working with principals of leadership style 2(consideration) and teachers of private secondary schools working with the principals of leadership style 1(initiating structure) differ on socio-personal obligations dimension of work culture.

The teachers of government secondary schools working with principals of leadership style 2(consideration) were higher on the dimension socio-personal obligations as compared to the teachers of private secondary schools working with the principals of leadership style 1(initiating structure).

6.5f: Teachers of government and private secondary schools working with the principals of leadership style 2(consideration) differ on socio-personal obligations dimension of work culture.

The teachers of government secondary schools working with principals of leadership style 2(consideration) were higher on the dimension socio-personal obligations as compared to the teachers of private secondary schools working with the principals of leadership style 2(consideration).

6.6f: Teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration) of private secondary
schools do not differ on socio-personal obligation dimension of work culture.

6.1g: Teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on school organizational climate description dimension of work culture.

➢ The teachers of government secondary schools working with principals of leadership style 1 (initiating structure) were higher on the dimension school organizational climate description as compared to the teachers of government schools working with the principals of leadership style 2 (consideration).

6.2g: Teachers of government and private secondary schools working with the principals of leadership style 1 (initiating structure) differ on school organizational climate description dimension of work culture.

➢ The teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension school organizational climate description as compared to the teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

6.3g: The teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on school organizational climate description dimension of work culture.

6.4g: Teachers of government secondary schools working with the principals of leadership style 2 (consideration) and teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on school organizational climate description dimension of work culture.

➢ Teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension school organizational climate description as compared to the teachers
of government secondary schools working with the principals of leadership style 2(consideration).

6.5g:  
Teachers of government and private secondary schools working with the principals of leadership style 2(consideration) differ on school organizational climate description dimension of work culture.

➢ The teachers of private secondary schools working with the principals of leadership style 2(consideration) were higher on the dimension school organizational climate description as compared to the teachers of government secondary schools working with the principals of leadership style 2(consideration).

6.6g:  
Teachers working with the principals of leadership style 1(initiating structure) and leadership style 2(consideration) of private secondary schools differ on school organizational climate description dimension of work culture.

➢ The teachers of private secondary schools working with the principals of leadership style 1(initiating structure) were higher on the dimension school organizational climate description as compared to the teachers of private secondary schools working with the principals of leadership style 2(consideration).

7. There is significant interaction effect of Type of school, Gender and Leadership style to yield difference in the mean scores of work culture.

7.1:  
Male teachers of government secondary schools working with the principals of leaderships style 1(initiating structure) and leadership style 2 (consideration) differ on work culture.

➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).
7.2: Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) differ on work culture.

The female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.3: Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on work culture.

7.4: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on work culture.

7.5: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on work culture.

The male teachers of private secondary schools working with principals of leadership style 1 (initiating structure) were higher on work culture as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.6: Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on work culture.

The female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were significantly higher on work culture as compared to the male teachers of private
secondary school working with the principals of leadership style 2 (consideration).

7.7:  ➢ Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on work culture.

➢ The female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.8:  ➢ Male teachers of private secondary schools with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on work culture.

➢ Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.1a: ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension role clarity of work culture.

➢ The male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension role clarity of work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.2a: ➢ Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) differ on role clarity dimension of work culture.
The female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension role clarity of work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.3a: Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension role clarity of work culture.

The female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.4a: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) differ on dimension role clarity of work culture.

Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension role clarity of work culture as compared to the female teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.5a: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension role clarity of work culture.

The male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension role clarity as compared to the male teachers of private secondary schools working with the principals of leaderships style 2 (consideration).
7.6a: Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension role clarity of work culture.

The female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on role clarity dimension of work culture as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.7a: Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension role clarity of work culture.

Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on role clarity as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.8a: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on dimension role clarity of work culture.

The male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on role clarity as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.1b: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job affect of work culture.

7.2b: Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of
leadership style 1 (initiating structure) do not differ on dimension job affect of work culture.

7.3b: Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job affect of work culture.

7.4b: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension job affect of work culture.

7.5b: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job affect of work culture.

The male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension job affect as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.6b: Male teachers working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on dimension job affect of work culture.

7.7b: Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job affect of work culture.

The female teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on job affect as compared to the female teachers of private secondary schools working the principals of leadership style 1 (initiating structure).
7.8b: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension job affect of work culture.

7.1c: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.2c: Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on dimension performance value of work culture.

7.3c: Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.4c: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.5c: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.6c: Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on dimension performance value of work culture.
7.7c: ➢ Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.8c: ➢ Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension performance value of work culture.

7.1d: ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job expectations and their fulfillment of work culture.

7.2d: ➢ Male teachers working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension job expectations and their fulfillment of work culture.

➢ The female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension job expectations and their fulfillment as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.3d: ➢ Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job expectations and their fulfillment of work culture.

7.4d: ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension job expectations and their fulfillment of work culture.
7.5d: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job expectations and their fulfillment of work culture.

Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension job expectations and their fulfillment as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.6d: Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on dimension job expectations and their fulfillment of work culture.

7.7d: Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job expectations and their fulfillment of work culture.

7.8d: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension job expectations and their fulfillment of work culture.

7.1e: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job satisfaction of work culture.

The male teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on job satisfaction dimension of work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).
7.2e: ➢ Male teachers government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) do not differ on dimension job satisfaction of work culture.

7.3e: ➢ Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension job satisfaction of work culture.

7.4e: ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) differ on dimension job satisfaction of work culture.

➢ The female teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on job satisfaction dimension of work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

7.5e: ➢ Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job satisfaction of work culture.

➢ Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on job satisfaction as compared to the male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.6e: ➢ Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension job satisfaction of work culture.
The male teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on job satisfaction dimension as compared to the female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.7e: Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension job satisfaction of work culture.

The female teachers of private secondary school working with the principals of leadership style 2 (consideration) were higher on the dimension job satisfaction of work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.8e: Male teachers of private secondary schools working with the principals of leadership style1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on dimension job satisfaction of work culture.

The female teachers of private secondary school working with the principals of leadership style 2 (consideration) were higher on the dimension job satisfaction of work culture as compared to the male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.1f: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2(consideration) differ on dimension socio-personal obligations of work culture.

The male teachers of government secondary school working with the principals of leadership style 2 (consideration) were higher on the dimension socio-personal obligations as compared to the male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).
7.2f: Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension socio-personal obligations of work culture.

- Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on the socio-personal obligations dimension of work culture as compared to the female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

7.3f: Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension socio-personal obligations of work culture.

- Female teachers of government secondary schools working with the principals of leadership style 2 (consideration) were higher on socio-personal obligations dimension of work culture as compared to the female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure).

7.4f: Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on dimension socio-personal obligations of work culture.

7.5f: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension socio-personal obligations of work culture.

- The male teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on the dimension socio-personal obligations as compared to the male
teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.6f:  ➢ Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension socio-personal obligations of work culture.

➢ The male teachers of private secondary schools working with the principals of leadership style 2 (consideration) were higher on socio-personal obligations dimension of work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure).

7.7f:  ➢ Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension socio-personal obligations of work culture.

7.8f:  ➢ Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on dimension socio-personal obligations of work culture.

➢ The male teachers of private secondary working with the principals of leadership style 1 (initiating structure) were higher on the dimension socio-personal obligations of work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.1g: ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension school organizational climate description of work culture.

➢ The male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on school organizational climate description dimension of work culture as
compared to the male teachers of government schools working with the principals of leadership style 2 (consideration).

7.2g:  ➢ Male teachers of government secondary schools working with the principals of leadership style 2 (consideration) and female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) differ on dimension school organizational climate description of work culture.

➢ Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the school organizational climate description dimension of work culture as compared to the male teachers of government secondary schools working with the principals of leadership style 2 (consideration).

7.3g:  ➢ Female teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) do not differ on dimension school organizational climate description of work culture.

7.4g:  ➢ Male teachers of government secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of government secondary schools working with the principals of leadership style 2 (consideration) do not differ on differ on dimension school organizational climate description of work culture.

7.5g:  ➢ Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension school organizational climate description of work culture.

➢ The male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on school organizational climate description dimension of work culture as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.6g:  ➢ Male teachers of private secondary schools working with the principals of leadership style 2 (consideration) and female teachers of private secondary schools working with the principals of leadership style 1
(initiating structure) differ on dimension school organizational climate description of work culture.

- The female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on the dimension school organizational climate description of work culture as compared to the male teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.7g: Female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and leadership style 2 (consideration) differ on dimension school organizational climate description of work culture.

- The female teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on school organizational climate description dimension of work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

7.8g: Male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) and female teachers of private secondary schools working with the principals of leadership style 2 (consideration) differ on dimension school organizational climate description of work culture.

- The male teachers of private secondary schools working with the principals of leadership style 1 (initiating structure) were higher on school organizational climate description dimension of work culture as compared to the female teachers of private secondary schools working with the principals of leadership style 2 (consideration).

EDUCATIONAL IMPLICATIONS OF THE STUDY

The results of the present study are not only of value to theoreticians, but also to the educational administrators, principals, supervisors, teachers and community as a whole to improve and promote educational outcomes. Efficiency of any organization depends on its employee’s willingness to give more than what is merely the requirement of the role. It is the qualitative extension of the membership of employees within the organization, which has relevance from the organization point
of view. The present study has revealed that the factors, especially in the contextual milieu of the respondents which when perceived to be favourable for inducing work values can foster better work culture. It also pointed out the areas of strength and weakness in work culture of secondary schools. Administrative authorities in educational sphere have the responsibility of creating favourable environment in educational administration, the findings of the present study can provide a vital help in nurturing task oriented work culture. The findings derived from the study will provide useful information for preliminary design, subsequent enrichment of jobs and training programmes.

The main implications of the present study in educational sphere may be summarized as follows:-

- The better work culture may be targeted by the management as its imminent goal and then a systematic strategy should be worked out for fostering and nurturing it.
- The programmes may be carried out to assess the work climate and the assessment can be considered as the basis for consciously designed training programmes for those who directly contribute to the creation of climate in the organization i.e., principals and teachers.
- The directive re-socialization to employees must be carried out by the organization to reinforce work ethic. Training programmes can focus on the development of centrality of work among employees.
- In the present surrounding milieu, where the job expectations are very high, it is imperative for the management to develop employees' identification with the organization. The management should identify his/her expectations from the job in the organization and try to fulfill those expectations. This involves closer supervision of employees.
- The policy makers may redesign the existing educational system eliminating causes, which generate dissatisfaction among the teachers.
- The findings of the study suggest that the principal is a key person in every school. She/he is responsible for the behavior to the extent that the various aspects of organization are concerned (academic emphasis, principal influence, resource support, institutional integrity, teacher morale etc). As a
matter of policy, before a teacher is appointed as the head of school or principal, she/he should undergo training for the development of the leadership skills as well as good human relations which ultimately help in creating a better work culture in the school.

- The results of the present study brought to light the dimensions of work culture and leadership style of the principals, which need to be strengthened. Initiating structure, consideration and leadership behavior as a whole were positively correlated with approximately all the dimensions of work culture. The findings of the present study suggest that to make the teachers more motivated towards their work, principals need to use high initiating structure and high consideration.

SUGGESTIONS FOR FURTHER RESEARCH

The investigator is quite aware of the limitations under which the present research was conducted. These findings are indicative of trends and hence, are to be varied in the light of following limitations.

- The sample was drawn from the government and private secondary schools of U.T, Chandigarh only.

- The sample was limited to 200 individuals only.

- Work culture among the teachers of government and private secondary schools was studied only in relation to their gender and leadership style of the principal.

However, the researcher offers the following suggestions for further research that could be undertaken by the prospective researchers.

- The study may be replicated on larger samples with considerations in respect of rural-urban background and cultural biased of difficult societies.

- Present study was confined to the government and private secondary schools of U.T., Chandigarh only. The investigation may be conducted at the state level by taking other districts and cities.

- In the present study, work culture among the teachers of secondary schools was studied in relation to initiating structure and consideration leadership styles of the principal. Other leadership styles like situational, charismatic, and transformational may also be included and examined.
• Work culture of educational organizations may be studied by including the variable of student-teacher interaction.

• Work culture of educational institutions in relation to leadership style of the principal may also be studied by including the variables like organizational health, organizational effectiveness, student’s academic achievement and general or academic satisfaction of pupils.

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