

## TEACHERS' ATTITUDE TOWARDS EDUCATIONAL ADMINISTRATION

*S. Venkataraman & S. Manivannan*

*Assistant Professor, Department of Education, Annamalai University, Annamalainagar, Tamil Nadu, India*

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### ABSTRACT

*This paper presents the normative survey findings of Teachers' Attitude towards Educational Administration. Random sampling technique was used in the selection of the sample of 200 teachers from Nagappattinam District of Tamilnadu India. The findings of study are: The teachers are having favourable attitude towards Educational Administration in terms of their Gender, Type of School, Community, Locality and Religion. There is significant difference between Male and Female, UG and PG qualified teachers with respect to their Attitude towards Educational Administration. There is no significant difference between Arts and Science group teachers rural and urban teachers, with respect to the type of Management of their Schools (Government/Aided/Private, with respect to community and with respect to their Religion (Hindu/Islam/Christian).*

**KEYWORDS:** *Random Sampling Technique, Educational Administration, Human Resources*

### INTRODUCTION

Education administrators are employed in Educational institutions for the management of Institutions. They manage routine activities of the institutions and provide instructional leadership. Educational administration is a discipline within the study of education that examines the administrative methodology in general and educational institutions and educators in particular activities. Educational Administration is regarded as the process of integrating available human and material resources for achieving the execution of the programmes. The term "Administration" refer to a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the processes. In order to achieve these, the head of the educational organisation plans various programmes and activities. An administrator's work in every level of education, may direct programming, hire and supervise staff, manage budgets, and make decisions that affect the academic community.

Attitude is an important psychological factors contributes towards the success. Attitude is one of the most important factors in helping any person to get through the highs and lows of life. That is to say, that once a particular attitude is formed, it is highly likely that it is what often comes out of a person. Having a positive attitude allows to be more productive at work. People who have a positive attitude regularly set goals and achieve them. Being able to accomplish things is found in a positive attitude, and it enhances the efficiency. For an administrator, positive bent of mind is essential to execute his duties whole heartedly.

As we know the very fact that educational administration needs integration and co-ordination of all the physical and human resources and educational elements. Besides this it requires a great efficiency and skill. The physical resources mainly contribute building equipment's and instructional materials. The human resources include pupils, teachers,

supervisors, administrators and parents. That's why the investigator decided to check the attitude of teachers' towards Educational Administration. Hence, if any one wants to become an educational administrator, they should have favourable attitude towards it, particularly the teachers should have. In this context, the investigator decided to take up this study.

## REVIEW OF RELATED LITERATURE

Bianca Prather-Jones (2011) The findings of this study indicate that having a sufficient level of support is a major factor influencing these teachers' career decisions. Findings also revealed three specific characteristics of the administrative support that participants believed contributed to their perseverance in this challenging field. Makewa, Lazarus et al., (2013) investigated whether there was a significant difference between teachers' and administrators' perceptions on the importance of Information and Communications Technologies (ICT) in secondary school administration and evaluated the extent to which it was used by administrators. Both teachers and administrators rated the use of ICT in secondary school administration as important. They viewed the use of ICT in student administration as equally important. Suleyman Goksoy (2014) identified teachers' level of participation in school administration The study utilized a relational survey model, a descriptive research method. Findings showed that compared to female teachers, male teachers were higher in terms of participation in school administration. Kilinc, Ali Cagatay (2014) examined the relationships between primary school teachers' perceptions of school climate and teacher leadership. Results suggested that there were negative and significant relationships between restrictive school climate and teacher leadership. Yanling Jin (2014) explored the related educational administration management mode and discusses the modern education management system and educational management quality control measures and other content.

Chad R. Lochmiller (2015) explored high school administrators' instructional leadership. Lai, Edith and Cheung, Derek (2015) identified leadership practices and qualities of school teachers as they engaged in effecting change initiated by a curriculum reform in Hong Kong. Based on data of teachers from nine schools, three approaches to teacher leadership were identified, each delineating how teacher leaders approached the implementation task--as a compliance exercise, an adaptive exercise, or as a capacity building exercise. Poekert, Philip et al., (2016) proposed a grounded theory of teacher leadership development based on the experiences of self-selected teacher leaders in the USA, and contributes a visual model of teacher leadership development. Guenzler, April M. (2016) identified correlations between constructs of teacher leadership, teacher efficacy, and teacher evaluation. Strong positive correlations between teachers' years of experience and level of academic attainment were also revealed.

Khalid Arar and Osama Arar (2016) addressed perceptions and implications of teacher evaluation by Arab school principals in an era of accountability. Concludes as to the factors that inhibit the implementation of a valid and reliable teacher evaluation process. Wilson, Adrienne (2016) identified variables that either promote or hinder teacher leadership development. The findings indicate teachers have varying perceptions and experiences that both promote and hinder their growth. Pang, Nicholas et al., (2017) reported about the success of Shanghai schools from the perspective of teacher leadership. Harris, Dawn R. et al.,(2017) explored the relationship between building teacher leadership capacity and campus culture in a suburban East Texas school district. Leaders play a role in the academic organizations, and culture is at the forefront of exemplary performance the entities. Therefore, administrator and teacher leaders must view culture as a priority and that culture is a product of school leadership.

## OBJECTIVES OF THE STUDY

The present study has the following objectives:-

- To find out the teachers attitude towards Educational Administration.
- To find out the significance of the difference between Male and Female teachers with respect to their Attitude towards Educational Administration
- To find out the significance of the difference between Arts and Science teachers with respect to their Attitude towards Educational Administration
- To find out the significance of the difference between rural and urban School teachers with respect to their Attitude towards Educational Administration
- To find out the significance of the difference between UG and PG qualified Teachers with respect to their Attitude towards Educational Administration
- To find out whether there is any significant difference in the Attitude towards Educational Administration of teachers with respect to the type of Management of their Schools (Government/Aided/Private)
- To find out whether there is any significant difference in the Attitude towards Educational Administration of teachers with respect to their Community (OC/BC/MBC /SC/ST)
- To find out whether there is any significant difference in the Attitude towards Educational Administration of teachers with respect to their Religion (Hindu/Islam/Christian)

## Hypotheses of the Study

Investigator of the present study framed the suitable Null hypotheses based on the previous studies

## METHOD OF STUDY

For the present investigation the investigator adopted normative survey as a method. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of the present.

## Sampling

Random sampling technique was used in the selection of the sample of 200 teachers from Nagappattinam District.

## Variables Used

### Dependent Variable

For the present study – attitude towards Educational Administration is the dependent variable.

### Bio-Institutional Variables

It is used for meaningful interpretation of the dependent and independent variables. For this investigation, they are;

- Group :Arts/ Science
- Gender :Male/Female
- Locality :Rural/Urban
- Type of Management :Government/Aided/Private
- Community :OC/BC/MBC/SC/ST
- Educational Quln. :UG/PG
- Religion :Hindu/Islam / Christian

### Statistical Techniques Used

The means and standard Deviations for the entire sample and its sub-sample were computed for higher secondary school teachers' attitude towards Educational Administration.

The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the pairs of sub-samples of Teachers' Attitude towards Educational Administration.

### Tool Used

For this study Educational Administration attitude scale constructed and standardized by Rama Tiwari (1988) has been used.

### Descriptive and Differential Analysis

In order to find out the Attitude towards Educational Administration of teachers, the mean and S.D have been calculated.

**Table 1: The Mean and Standard Deviation of Attitude towards Educational Administration Scores of Teachers**

Variables	Sub Sample	N	Mean	S.D
<b>Entire Sample</b>		<b>200</b>	<b>79.60</b>	<b>18.494</b>
Group	Arts	98	78.29	18.567
	Science	102	80.86	18.426
Gender	Male	107	82.62	19.192
	Female	93	76.13	17.108
Locality	Rural	115	81.29	18.676
	Urban	85	77.32	18.104
Type of Management	Government	65	79.26	21.034
	Aided	59	79.86	16.357
	Private	76	79.68	17.969
Community	OC	40	80.30	14.645
	BC	54	74.81	18.167
	MBC	73	81.26	20.482
	SC/ST	33	82.91	17.840
Educational qualification	UG	150	81.23	17.628
	PG	50	74.72	20.291
Religion	Hindu	133	80.93	19.365
	Islam	30	76.53	19.305
	Christian	37	77.30	13.986

From the above Table mean values of entire sample shows that the teachers are having neutral Attitude towards Educational Administration.

### Null Hypothesis

There is no significant difference between Male and Female teachers with respect to their Attitude towards Educational Administration.

In order to test the above Null Hypothesis 't' value is calculated.

**Table 2: Showing the Significant Difference between Male and Female Teachers with Respect to their Attitude towards Educational Administration**

	Sub Sample	N	Mean	S.D	't' Value	Significance at 0.05 Level
Gender	Male	107	82.62	19.192	2.527	Significant
	Female	93	76.13	17.108		

From the above table, since the 't' value is significant at 0.05 level, the Null Hypothesis is rejected and it is concluded that there is significant difference between Male and Female teachers with respect to their Attitude towards Educational Administration.

### Null Hypothesis

There is no significant difference between Arts and Science group teachers with respect to their Attitude towards Educational Administration.

In order to test the above Null hypothesis 't' value is calculated.

**Table 3: Showing the Significant Difference between Tamil and English Medium Teachers with Respect to their Attitude towards Educational Administration**

	Sub Sample	N	Mean	S.D	't' Value	Significance at 0.05 Level
Group	Arts	98	78.29	18.567	0.985	Not significant
	Science	102	80.86	18.426		

From the above table, since the 't' value is Not significant at 0.05 level, the Null Hypothesis, is accepted and it is concluded that there is no significant difference between Arts and Science group teachers with respect to their Attitude towards Educational Administration.

### Null Hypothesis

There is no significant difference between rural and urban located teachers with respect to their Attitude towards Educational Administration.

In order to test the above Null hypothesis 't' value is calculated.

**Table 4: Showing the Significant Difference between Rural and Urban School Teachers with Respect to their Attitude towards Educational Administration**

	Sub Sample	N	Mean	S.D	't' Value	Significance at 0.05 Level
Locality	Rural	115	81.29	18.676	1.512	Not significant
	Urban	85	77.32	18.104		

From the above table, since the 't' value is not significant at 0.05 level, the Hypothesis, is accepted and it is concluded that there is no significant difference between rural and urban teachers with respect to their Attitude towards Educational Administration.

#### Null Hypothesis

There is no significant difference between Teachers in their Attitude towards Educational Administration with respect to their UG and PG qualification.

In order to test the above Null Hypothesis 't' value is calculated.

**Table 5: Showing the Significant Difference between UG and PG Teachers with Respect to their attitude towards Educational Administration**

	Sub Sample	N	Mean	S.D	't' Value	Significance at 0.05 Level
Qualification	UG	150	81.23	17.628	2.027	Significant
	PG	50	74.72	20.291		

From the above table, since the 't' value is significant at 0.05 level, the Null Hypothesis, is rejected and it is concluded that there is significant difference between rural and urban teachers with respect to their Attitude towards Educational Administration.

#### Null Hypothesis

There is no significant difference in the Attitude towards Educational Administration of teachers with respect to the type of Management of their Schools (Government/Aided/Private).

In order to test the above Null Hypothesis 'F' value is calculated.

**Table 6: The Significance of the Difference among the Sub-Samples Type of Management with Respect to their Attitude towards Educational Administration**

	Sum of Squares	df	Mean Square	F	Significance at 0.05 Level
Between Groups	12.110	2	6.055	0.018	Not significant
Within Groups	68051.890	197	345.441		
<b>Total</b>	<b>68064.000</b>	<b>199</b>			

From the above table, since the 'F' value is not significant at 0.05 level, Hence Null hypothesis accepted and it is concluded that there is no significant difference in the Attitude towards Educational Administration of teachers with respect to the type of Management of their Schools (Government/Aided/Private).

There is no significant difference in the Attitude towards Educational Administration of teachers with respect to their Community (OC/BC/MBC/SC/ST).

In order to test the above Null Hypothesis 'F' value is calculated.

**Table 7: The Significance of the Difference among the Sub-Samples Community with Respect to their Attitude towards Educational Administration**

	Sum of Squares	df	Mean Square	F	Significance at 0.05 Level
Between Groups	1818.670	3	606.223	1.794	Not significant
Within Groups	66245.330	196	337.986		
<b>Total</b>	<b>68064.000</b>	<b>199</b>			

From the above table, since the 'F' value is not significant at 0.05 level, In order to test the above Null hypothesis 't' value is calculated. Hence, null hypothesis is accepted and it is concluded that there is no significant difference in the teacher Attitude towards Educational Administration with respect to their community (OC/BC/MBC/SC/ST).

### Null Hypothesis

There is no significant difference in the Attitude towards Educational Administration of teachers with respect to their Religion (Hindu/Islam/Christian).

In order to test the above Null Hypothesis 'F' value is calculated.

**Table 8: The Significance of the Difference among the Sub-Samples Religion with Respect to their Attitude towards Educational Administration**

	Sum of Squares	df	Mean Square	F	Significance at 0.05 Level
Between Groups	714.413	2	357.206	1.045	Not significant
Within Groups	67349.587	197	341.876		
<b>Total</b>	<b>68064.000</b>	<b>199</b>			

From the above table, since the 'F' value is not significant at 0.05 level, hence the Null hypothesis, is accepted and it is concluded that there is no significant difference in the Attitude towards Educational Administration of teachers with respect to their Religion (Hindu/Islam/Christian).

### RECOMMENDATIONS

The present study gives analysis about the teachers' attitude towards Educational Administration. Based on the important findings stated earlier the following recommendations are suggested for the betterment.

- The gender and qualification influences the Attitude towards Educational Administration of the Teachers.
- Apart from Teaching preparing the teachers for future administration also necessary, hence, special training on administration should be arranged for the Teachers.
- A favourable attitude towards Educational Administration will give a internal motivation to achieve an administrative position and will keep them hard worker, hence, efforts are to taken to nurture positive attitude towards Educational administration.

- Favourable attitude towards Education administration will create conducive environment for the authorities to execute their administrative reforms, Hence, in the Teacher Training itself content related to Educational administration should be added.

## CONCLUSIONS

The present study made on Teachers' Attitude towards Educational Administration reveals that the Teachers' Attitude towards Educational Administration is favourable. Hence activities are to be included in Teacher Education Curriculum and in in-service program to sustain and to improve this attitude to more favourable. Only when Teachers get a positive attitude, they will shine as a good administrator of Schools in the future, hence Teachers should be prepared with more favourable attitude towards Educational Administration.

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