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TEACHERS' PARTICIPATION IN SCHOOL ADMINISTRATION AND ATTITUDE TOWARDS TEACHING PROFESSION OF SECONDARY SCHOOL TEACHERS



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ABSTRACT:

The main aim of the present study was to investigate the relationship between teachers participation in school administration and attitude towards teaching profession of secondary school teachers working in different secondary schools of Belagavi district in Karnataka. A total number of 200 teachers were selected by using random sampling technique for analysis of data correlation technique as adopted, teacher' participation in school administration scale standardized by Dr. Haseen Taj and teaching attitude scale developed by Ahluwalia, S. P. respectively were administered to collect the required data and the proper objectives were framed and the null hypotheses were setup

to test the objectives also the normative survey method was used. For analysis of data simple correlation technique was adopted. The procedure of data collection was also followed. The results of the study reveals that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of male and female, rural and urban, government and private, graduate and post graduate and arts and science teachers working in the secondary schools. Further, it shows that the mean scores of teachers' participation in school administration is more than the attitude towards teaching profession of teachers.



KEY WORDS: *secondary school teachers, administration,*

INTRODUCTION:

For school administrations are ever completely democratic, and few completely autocratic. Even the usually autocratic superintendent occasionally asks teachers for advice. And the democratic principal, on occasions, when speed is of the essence, will make a unilateral commitment and ask his

co-workers to "go along". The key to democracy in a school is for an administrator rarely, if ever, to announce a policy without previously consulting with those who are to be affected by it ; likewise, never to make policy without listening to those who are as expert as or more expert in the field than he. With schools becoming more and more complex as the problems of society multiply, school administrators who have vision will be those who think in terms of "we", not "I". With such administrators, we hope the readers will have an opportunity to work in their first as well as in subsequent teaching positions.

Allport (1935) defined attitude as "a mental and neural stage of readiness, organized through experience, existing a directive or dynamic influence upon the individual's response to all objects with which it is related." The affective quality of attitude as an "enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world." In an other definition an attitude is defined as "Attitude are predispositions to respond, but are distinguished from other such states of readiness in that they predispose towards an evaluative response (Osgood, Suchi, and Tannenbaum 1957). Good (1959) defines attitude as "a readiness to reaction towards or against some situation, person or thing in a particular manner e.g. Love or hate." All these definitions point out to the underlying dimensions of 'favourability and 'unfavourability' towards an object, which formed the comerstone of Thurstone's attitude scaling procedures. But some others like Fishbein and Ajzen (1972) have studied the problem of relationship between attitudes and behaviours. The attitudes are viewed by them as disposing the individual to think, feel and act in three sources. It is evident, therefore that attitudes consist of cognitive affective and behavioural components. However, the affective component remains the central aspect of the attitude.

Objectives

The following objectives were framed for the present study

1. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of male teachers.
2. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of female teachers.
3. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of rural teachers.
4. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of urban teachers.
5. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of teachers working in government schools.
6. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of teachers working in private schools.
7. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of teachers with graduate qualification.
8. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of teachers with post-graduate qualification.
9. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of arts teachers.
10. To investigation the relationship between teachers' participation in school administration and attitude towards teaching profession of science teachers.

Hypotheses

The following null hypotheses were set up to test the objectives 1-10 for the present study.

1. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of male teachers.
2. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of female teachers.
3. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of rural teachers.
4. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of urban teachers.
5. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of teachers working in government schools.
6. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of teachers working in private schools.
7. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of teachers with graduate qualification.
8. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of teachers with post-graduate qualification.
9. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of arts teachers.
10. There is no relationship between teachers' participation in school administration and attitude towards teaching profession of science teachers.

Method Used

For the present study normative survey method was adopted which is capable of rendering important service, as it determines the present trends and helps to solve current problems in practical way. It can suggest course of future developments and contribute to the advancement of knowledge.

Sample

It represents a total sample of 200 secondary school teachers were selected using random sampling technique.

Tools

The following tools were used to collect the data from secondary school teachers from Belagavi district

1. Teachers' participation administration the tool developed by Dr (Mrs.) Haseen Taj was used to collect necessary data from the secondary school teachers.
2. Teachers attitude inventory developed and standardized by S.P Ahluwali (five point Scale) were used.

Data collection

To collect the necessary data for the study printed copies of teachers' participation in school administration and attitude towards teaching profession respectively. Two scales were administered to different secondary school teachers in order to collect the data for finding the participation in school administration and attitude towards teaching profession of teachers from Belagavi district.

Statistical Analysis

In pursuance of the objectives of the study as well as to test the hypotheses the correlation statistical technique was adopted.

Table-1. Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Male Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' Participation in School Administration	172.2500	14.6110	0.4850	4.6862	<0.05	S
Teaching Profession	317.5600	30.1301				
Correlation between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Female Teachers						
Teachers' Participation in School Administration	275.1000	12.0835	0.3453	0.4468	0.05	S
Attitude towards Teaching Profession	331.5400	31.5835				

The obtained 't' value is greater than the tabled value at 0.01 level of significance ($r=0.4850$, $t=4.6862$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of male teachers. Obtained 't' value is greater than the tabled value at 0.05 level of significance ($r=0.3453$, $t=0.4468$). It Shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of female teachers.

Table-2. Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Rural Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' Participation in School Administration	172.8529	17.3067	0.6432	4.7869	<0.05	S
Attitude towards Teaching Profession	313.5000	29.0394				
Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Urban Teachers						
Teachers' Participation in School Administration	171.9394	13.1452	- 0.3090	2.5980	<0.05	S
Attitude towards Teaching Profession	329.6515	30.6837				

The obtained 't' value is greater than the tabled value at 0.01 level of significance ($r = 0.6432$, $t = 4.7869$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession rural teachers. That the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = - 0.3090$, $t = 2.5980$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of urban teachers.

Table-3. Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Government School Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' Participation in School Administration	165.8529	17.3067	0.6454	4.7818	<0.05	S
Attitude towards Teaching Profession	303.5000	20.0394				
Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Private School Teachers						
Teachers' Participation in School Administration	171.9394	13.1452	0.3190	2.5991	<0.05	S
Attitude towards Teaching Profession	319.6515	30.6837				

The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.6454$, $t = 4.7818$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of government school teachers. The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3190$, $t = 2.5991$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of private school teachers.

Table-5: Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Graduate Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' Participation in School Administration	271.9393	13.1362	0.4089	2.5871	<0.05	S
Attitude towards Teaching Profession	219.6514	40.6836				
Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Post-Graduate Teachers						
Teachers' Participation in School Administration	261.7801	25.8328	0.3782	2.8135	<0.05	S
Attitude towards Teaching Profession	326.3510	33.4965				

S=Significant at 0.05 level

The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.4089$, $t = 2.5871$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of graduate teachers. The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3782$, $t = 2.8135$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of post-graduate teachers.

Table-4. Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Arts Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' Participation in School Administration	271.9393	13.1362	0.4089	2.5871	<0.05	S
Attitude towards Teaching Profession	219.6514	40.6836				
Correlation of Mean, SD and 't' Value between Teachers' Participation in School Administration and Attitude towards Teaching Profession of Science Teachers						
Teachers' Participation in School Administration	261.7801	25.8328	0.3782	2.8135	<0.05	S
Attitude towards Teaching Profession	326.3510	33.4965				

S=Significant at 0.05 level

The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.4089$, $t = 2.5871$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of arts teachers. The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3782$, $t = 2.8135$). This shows that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of science teachers.

Results of Tables 1-5

1. There is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of male and female teachers.
2. There is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of rural and urban teachers.
3. There is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of government and private school teachers.
4. There is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of graduate and post-graduate teachers.
5. There is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of arts and science background teachers.

CONCLUSION

On the basis of the results obtained in the present study the following conclusions were drawn. Male and female, Urban and Rural, government and private, graduate and post-graduate and arts and science secondary school teachers found significant and positive correlation in respect of their

teachers' participation in school administration and attitude towards teaching profession.

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