



A study of Attitude of High School Teachers towards Educational Administration

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1. Introduction

The system of education is a complex one. The effectiveness of the system depends upon numerous factors. It is not only the process of teaching that makes the system effective. The quality of the students, coordination between teaching and non teaching staff and administration play greater roles in making the educational system effective. Parson (1967) stated that educational institutions have three levels of authority: technical, managerial and institutional. Technical refers to the teaching learning process; Managerial refers to controlling the internal administration functions, and Institutional authority links the school with its environment thereby referring to the acceptance and legitimacy by the community.

The knowledge of educational administration is very important and inevitable for the teachers working in the high schools because it is one of the tasks they have to perform as a part of their profession. So, school teachers must have knowledge and skills in the area of educational administration as they are going to manage the schools in the near future as heads of schools/ District Education officers/ Chief education Officers. Hence, the study attempts to analyze the attitude of high school teachers towards Educational Administration.

2. Objectives

1. To find out the level of attitude of high school teachers towards educational administration.
2. To find out if there is any significant difference in the attitude of high school teachers towards educational administration with respects to following demographic variables such as gender, age and locality of teachers.

3. Hypotheses

1. The attitudinal level of high school teachers towards educational administration is high.
2. The high school teachers have favorable attitude towards educational administration.
3. There is no significant difference in the attitude of high school teachers towards educational administration with respect to following demographic variables such as gender, age and locality of teachers.

4. Methodology

As the study deals with attitude of high school teachers towards educational administration, the investigator adopted survey method. A sample of 103 teachers was selected through purposive sampling technique in which 55 are male and 48 are female high school teachers of Ahmedabad district. The main variables of the study are attitude towards educational administration and the demographic variables are gender, age locality of teachers.

5. Tools of the Study

A self developed tool with 20 items (5 point scale) was used in the study. A pilot study was conducted on 30 teachers. The investigator took care in giving a final shape to the questionnaire by discarding some items which did not yield the correct responses. To ascertain the validity of the test, the draft test

was given to a panel of experts. The reliability of the tool is found to be 0.87 by using Pearson’s coefficient of correlation.

6. Statistical Techniques Used

In the present study the investigator had applied the following statistical techniques – percentage analysis, descriptive analysis (Mean and Standard Deviation) and differential analysis (‘t’ test) to analyze the attitude of high school teachers towards educational administration.

7. Data analysis and Interpretation

Table 1: Attitudinal level of High School Teachers towards Educational Administration

Maximum Score: 100

Variables		Sample	Mean	S.D
Gender	Male	55	73.27	8.64
	Female	48	72.30	10.68
Age	<30 years	40	71.33	10.27
	≥ 30 years	63	74.56	10.52
Locality	Rural	40	72.86	10.12
	Urban	63	74.31	12.41
Total			73.10	10.44

From Table 2 it is found that 33 percent of high school teachers have favorable attitude towards educational administration and 69 percent of high school teachers have unfavorable attitude towards educational administration. Majority of the teachers have unfavorable attitude towards educational administration. Hence the hypothesis has not been accepted.

Table 2: Level of Percentage of High School Teachers’ Attitude towards Educational Administration

S. No.	Group	N	% Level
1	Favorable Attitude	34	33%
2	Unfavorable Attitude	69	67%
	Total	103	100

There is no significant difference in the attitude of high school teachers towards educational administration with respect to the following demographic variables – gender, age and locality of teachers.

Table 3: Significance of Difference in Attitude of High School Teachers towards Educational Administration with reference to their Gender, Age and Locality of Teachers

Variables		Sample	Mean	S.D	t-value
Gender	Male	55	73.27	8.64	1.28 [@]
	Female	48	72.30	10.68	
Age	<30 years	40	71.33	10.27	2.65*
	≥ 30 years	63	74.56	10.52	
Locality	Rural	40	72.86	10.12	2.77*
	Urban	63	74.31	12.41	

[@]-Not Significant at 0.05 level

*-Significant at 0.05 level

8. Findings

1. The majority of teachers (67%) have unfavourable attitude towards educational administration.

2. Male and female high school teachers do not differ in their attitude towards educational administration.
3. High school teachers whose age < 30 and ≥ 30 differ in their attitude towards educational administration. Teachers of high age group have better attitude than teachers of low age group.
4. Teachers belonging to urban area are better in their attitude towards educational administration with compared to teachers of rural area.

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