

Principal's Administrative Behaviour with Reference to Teachers' Attitude Towards Teaching

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ABSTRACT

The most crucial factor of an educational institution is the administrative behaviour of its Principal which reflects the efficiency of the school functioning and besides this, it is the Principal who shapes the learning climate of the institution by developing a positive attitude among the teachers towards teaching. Thus the Principal's behaviour influences teachers as well as students of his/her institution. Present study attempts to ascertain the administrative behaviour of the secondary school Principals and attitude of the teachers towards teaching. Besides ascertaining the different levels of the administrative behaviour of secondary school Principal, the study also attempts to compare the Principal's differential administrative behaviours in respect of their teachers' attitude towards teaching. The study was confined to 60 Higher Secondary and Intermediate Colleges of Meerut region. For achieving the objectives of the present study two methods of research i.e., Normative Survey and Causal Comparative Methods were used. For calculation and interpretation of data the investigator used two standardised tools. For measuring various dimensions of the Principal's administrative behaviour PBDQ (Principal's Behaviour Description Questionnaire) and for measuring teachers' attitude towards teaching TAI (Teachers' Attitude Inventory) were used. For calculation and interpretation of data statistical analysis (i.e. 'F' test and 't' test) was used. The findings of the study indicate that the secondary school Principal who differ on their administrative behavioural characteristics such as Extrocentric nature, Interactive nature, Democratic nature, Progressiveness, Flexibility, Achievement Oriented quality and Tolerance also differ significantly with reference to their teachers' attitude towards teaching.

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Introduction

The nucleus of an educational institution is the Principal, who plans, co-ordinates, organises and motivates the other personnel of the institution to play their roles efficiently. The Principal can also play an effective role in achieving the institutional and national goals but only when he/she has the requisite competency, leadership talent, administrative efficiency, managerial planning skills and ability to motivate the teachers to teach effectively and the students to develop and grow up to their optimum ability and capacity. In most of the researches, the most popular field of studies has been found to be the survey of Principal's actual administrative behaviours at different levels of education. Rizvi (1997) found that the Principals of the institutions having good learning climate were high in their Extrocentric, Inertia-Prone and flexible behaviour. Fredrick (2001) asserts that the school administration is the key determinant whether a teacher will stay or leave the profession as it sets the tone of entire working environment. Chan, et. al. (2009) found that the excellent Principals are sense makers of the school that helps to create a sustainable school climate that will enhance the teachers' as well as students' productivity. Another category of researches has tried to identify the factors that have some bearing upon Principal's administrative characteristics and also on their effectiveness. Johnson (2004) found that helping and supportive Principal can enable a teacher to develop and succeed in most challenging situations whereas the Principal with an authoritarian attitude can undermine the work of even a most able and committed teacher. Singh (2007) found that job satisfaction in teachers was positively related to their attitude towards teaching. Ahmed et. al. (2007) found in their study that Principal's and teachers' positive attitude towards teaching is responsible for better learning conditions. Findings of the study conducted by Iblseam, (2008) indicate that work load on teachers was an important factor in changing their attitude towards teaching. Tyagi (2010) studied that the Heads of government and private aided institution generally obtain little or no feedback or academic support for professional development of teachers.

Administrative behaviour of the Principal

The administrative characteristics of the Principal refer to a set of desirable administrative behaviour as perceived by the teachers in

the institution. The administrative behaviour of the Principal has ten dimensions, namely, Extrocentric, Egocentric, Authoritarian, Interactive, Democratic, Inertia-prone, Progressive, Flexible, Achievement-oriented and Tolerant administrative behaviour. An Extrocentric Principal tends to respect the values and beliefs of others, to find out the qualities in a person and to take interest in his/her teachers. An Egocentric Principal always considers self to be right and likes to work in his/her own way. An Authoritarian does not worry about other's ideas neither likes to give explanation for decision taken. Such an individual works like a dictator and maintains a formal and administrative hierarchy. An Interactive Principal keeps an informal atmosphere while talking to his colleagues, explains his/her point of view before others and tries that others should understand him rightly. He/She defines the job of every staff member properly. A Democratic Principal takes active co-operation of his teachers in policy making implementing the programme, evaluation of results, making decisions and solving various problems. He/She co-operates with his/her teachers in uplifting the standard of the institution. He/She tries to work according to the majority decision. He/She helps the teachers in fulfilling their individual responsibilities. An Inertia-prone likes traditional values, processes and ideas. Such a Principal consults only senior teachers in taking decisions. He/She tries to maintain a status-quo and dislikes the suggestions given by others. He/She emphasises to work on old and traditional pattern and He/She keeps contact with higher authorities for arriving at any decision. Such a person does not like change till it is forced and is conscious of his/her rights and privileges. He/She likes strict discipline and hesitates in accepting new ideas. A Progressive Principal utilises the abilities of his/her staff in the advancement of the institution and is ready to implement the suggestions given by the teachers and makes the best possible use of human and other resources. A Flexible Principal plans according to changed conditions. His/Her policies towards the teachers and institutional programmes are flexible. He/She gives due considerations to individual differences and adjusts in changing conditions, is able to solve the problems dynamically, is always ready to make administrative changes for achieving educational objectives and accepts valuable suggestions of his/her teachers. An Achievement-oriented Principal is worried about the problems of the institution and wants the teachers to work up to their capacity. He/She gives priority to the progress

of the institution and his/her main concern is the development of teaching-learning process such Principal sacrifices own comforts for achieving good results and makes every possible effort to get the work completed appealing colleagues for delivering good results. A Tolerant Principal allows the teachers to work in their own way according to their interest, does not mind the criticism and tries to understand the teachers' difficulties instead of rebuking them, allows the teachers to disagree, does not criticise the teachers for performing poorly and even tolerates those who do not work

Teachers' Attitude

Attitude is a concept which is concerned with an individual way thinking, acting and behaving. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. It is the teacher who is responsible for influencing a student's learning of the subject. In a nutshell a teachers' attitude directly influences the student's achievement. Teachers' attitude, in turn, is influenced by their culture and belief system. Teachers' attitude towards teaching must be favorable enough to carry students along. Yara (2009) studied the relationship among teachers' attitude and students' academic achievement in secondary schools. The findings revealed that the Mathematics teachers of secondary schools with high achievements in mathematics were having good and positive attitude towards the teaching of their subject. Teachers' attitude and behaviour strongly rely on their perceptions about their schools. A teacher having positive attitude towards teaching can be characterised as follows.

1. A teacher having positive attitude towards teaching has a different vision and perception in the changing socio-economic and cultural needs of the learners and includes various concepts of education related to psychological, sociological and neuro-psychological aspects of the education.
2. He/She identifies the facts, concepts, principles and theories and tries to comprehend relationship among them, acquaints with new developments in school subject and structures to achieve maximum level of learning.
3. He/She plans his/her lesson with appropriate techniques and teaching Material based on the needs of the students to achieve the objectives.

4. Always tries to know and practice different techniques and methods of continuous and comprehensive evaluation of the child and the self.
5. Properly organises and maintains all the activities in and outside the classroom and his school record is good in human relations

In this way it can be said that teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The positive attitude helps the teacher to be the role model of the future generation of students.

Statement of the problem

The present study attempts to ascertain the ten dimensions of the administrative behavioural characteristics of the secondary school Principals and the attitude of their teachers towards teaching. Besides ascertaining the different levels of the various dimensions administrative behaviour of secondary Principals, the study also attempts to compare the Principal's differential administrative behaviours with respect to their teachers' attitude towards teaching.

Research Questions

The research questions for the present study are as under:

1. Does the Extrocentric administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
2. Does the Egocentric administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
3. Does the Authoritarian administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
4. Does the Interactive administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
5. Does the Democratic administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
6. Does the Inertia-prone administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?

7. Does the Progressive administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
8. Does the Flexible administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
9. Does the Achievement-oriented administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?
10. Does the Tolerant administrative behaviour of the secondary school Principals influence the teachers' attitude towards teaching?

Hypotheses of the study

The hypotheses that will guide the present study are stated in Null form as under:

1. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Extrocentric administrative behaviour.
2. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Egocentric administrative behaviour.
3. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Authoritarian administrative behaviour.
4. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Interactive administrative behaviour.
5. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Democratic administrative behaviour.
6. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Inertia-prone administrative behaviour.
7. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Progressive administrative behaviour.
8. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Flexible administrative behaviour.

9. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Achievement-oriented administrative behaviour.
10. There is no significant difference in the attitude of the teachers working with the Principals having differentially developed Tolerant administrative behaviour.

Methodology

This study was, by and large, a descriptive survey type study. Two methods of research have been selected by the investigator. These are Normative Survey Method and Causal Comparative Method. Normative Survey Method was used for ascertaining the ten dimensions of the administrative behaviour of the secondary school Principal. Whereas the causal comparative method was used to compare the teachers' attitude towards working with the Principals having differentially developed administrative behaviours as Low, Medium and High on each dimension.

Sample and Sampling Techniques

The study population comprised of higher secondary schools of Meerut region. The investigator selected 10 per cent of the total population of secondary schools i.e. 60 institutions of Meerut region. In each institution one 15 teachers and 50 students were selected randomly.

Techniques

The present study has employed the techniques such as observation, interview and testing for data collection, whereas, for calculation and interpretation of data the statistical analysis i.e. 'F' test and 't' test were used by the investigator.

Tools used

In present study, the effect of one independent variable i.e. administrative behaviour of secondary school Principal was compared with one dependent variable i.e. Teachers' attitude towards teaching. The tools employed for measuring the two variables were as under

1-PBDQ (Principal's Administrative Behaviour Description Questionnaire)

This tool was administered on the teachers selected as the sample in present study. It is a standardised tool developed by

Dr. S.P. Kaushik. The tool, as the name suggests, covers ten administrative characteristics of the secondary school Principals, namely, Extrocentric, Egocentric, Authoritarian, Interactive, Democratic, Inertia-prone, Progressive, Flexible, Achievement-oriented and Tolerant. This questionnaire comprises of 150 items the items of the questionnaire have been grouped in accordance with the following table.

Table 1.1 (Showing the location of items measuring various dimensions of PBDQ)

S. N.	Dimensions	No. of items	Serial no. in questionnaire
1	Extrocentric	15	1,11,21,31,41,51,61,71,81,91,101,111,121,131,141.
2	Egocentric	15	2,12,22,32,42,52,62,72,82,92,102,112,122,132,142.
3	Authoritarian	15	3,13,23,33,43,53,63,73,83,93,103,113,123,133,143.
4	Interactive	15	4,14,24,34,44,54,64,74,84,94,104,114,124,134,144.
5	Democratic	15	5,15,25,35,45,55,65,75,85,95,105,115,125,135,145.
6	Inertia-prone	15	6,16,26,36,46,56,66,76,86,96,106,116,126,136,146.
7	Progressive	15	7,17,27,37,47,57,67,77,87,97,107,117,127,137,147.
8	Flexible	15	8,18,28,38,48,58,68,78,88,98,109,118,128,138,148.
9	Achieve-oriented	15	9,19,29,39,49,59,69,79,89,99,109,119,129,139,149.
10	Tolerant	15	10,20,30,40,50,60,70,80,90,100,110,120,130,140,150.
		150	150

2- TAI (Teachers' Attitude Inventory)

Hindi version of Minnesota Teacher Attitude Inventory was used to measure the attitude of the teachers towards teaching in the institutions. The tool comprises of 150 items. This tool was administered on the students selected as sample

Results and Analysis

Principal of any institution, needless to say, is an administrator. His administrative behaviours, therefore, are contributory to the

development of the institution. In the present study, Principals were categorised as Low, Medium and High in their behavioural characteristics on the basis of percentile scores of PBDQ. The results were as under:

1. As per the average scores of PBDQ of the institutions on percentile scale, the Principals of the institutions below 29.6 were categorised as low.
2. As per the average scores of PBDQ of the institutions on percentile scale, the Principals of the institutions within 29.6-32.5 were categorised as medium.
3. As per the average scores of PBDQ of the institutions on percentile scale, the Principals of the institutions above 32.5 were categorised as High.

Table 1.2 attempts to answer all the ten questions of the present study.

Table 1.2 (Showing comparison of various dimensions of administrative behaviour of secondary school principals with respect to teachers' attitude towards teaching)

S.N.	Dimensions of PBDQ	Teachers' Attitude towards teaching				Result
		'F' Value	't' Value			
			L* -M**	M -H***	L -H	
1.	Extrocentric	3.20*	.93	1.68	2.38*	Moderately Related
2.	Egocentric	1.17	-	-	-	Insignificantly Related
3.	Authoritarian	2.99	-	-	-	Insignificantly Related
4.	Interactive	3.38*	1.21	1.03	2.57*	Moderately Related
5.	Democratic	3.75*	.096	2.08*	4.73**	Highly Related
6.	Inertia-prone	2.03	-	-	-	Insignificantly Related
7.	Progressive	3.32*	1.26	1.23	2.83**	Highly Related
8.	Flexible	6.69**	1.56	1.96	3.53**	Highly Related
9.	Achieve-oriented	4.04**	.48	2.10*	2.92**	Highly Related
10	Tolerant	3.20*	1.36	.77	2,53*	Moderately Related

* Low category of the Dimensions of PBDQ

** Medium category of the Dimensions of PBDQ

*** High category of the Dimensions of PBDQ

The research questions of the present study, it will be recalled, were to compare the Principals of different administrative characteristics with respect to the teachers' attitude towards teaching. Conclusions drawn from the interpretation of data indicate that the Secondary school Principals who differ on Extrocentric, Interactive, Democratic, Progressive, Flexible, Achievement-oriented and Tolerant dimensions of their administrative behavioural characteristics also differ significantly with reference to their teachers' attitude towards teaching. Interpretation of the Null hypotheses formulated for the present study can be summarised as under:

1. Secondary school Principals who are on high dimension of Extrocentric behaviour, take more interest in their teachers and consider them more efficient and qualified and try more to increase their interest in school activities. As a result, they have more positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Extrocentric administrative behaviour is rejected.
2. Egocentric behavioural characteristic of secondary school Principals in present study has been found not to exert any significant influence on the teachers' attitude towards teaching. Therefore; the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Egocentric administrative behaviour is selected.
3. Authoritarian behavioural characteristic of secondary school Principals in the present study has been found not to exert any significant influence on the teachers' attitude towards teaching. Therefore; the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Authoritarian administrative behaviour is selected.
4. Secondary school Principals who are on high dimension of Interactive behaviour have more informal atmosphere while talking to their colleagues and give more freedom to their teachers. As a result, they have more positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers

working with the Principals having differentially developed Interactive administrative behaviour is rejected.

5. Secondary school Principal who are on high dimension of Democratic administrative behaviour, take more active co-operation of their teachers in policy making, evaluation of teaching learning process and in solving various other problems. As a result of it, their teacher have more positive attitude towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Democratic administrative behaviour is rejected.
6. Inertia-prone behavioural characteristic of secondary school Principals in present study has been found not to exert any significant influence on the teachers' attitude towards teaching. Therefore; the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Inertia-prone administrative behaviour is selected.
7. Secondary school principals who are on high dimension of Progressive behaviour, utilise more abilities of their teachers in the advancement of their institution and develop a more confident feeling among their teachers. As a result of it, they have more positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Progressive administrative behaviour is rejected.
8. Secondary school principals who are on high dimension of Flexible behaviour, plan better according to changed conditions and policies towards teachers and institution are more flexible. As a result of it, they have more positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Flexible administrative behaviour is rejected.
9. Secondary school principals who are on high dimension of Achievement-oriented behaviour, are more worried about the problems of their teachers, resulting in positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers

working with the Principals having differentially developed Achievement-oriented administrative behaviour is rejected.

10. Secondary school principals who are on high dimension of tolerant behaviour, allow their teachers to work according to their interest. As a result of it, they have more positive attitude of their teachers towards teaching. Therefore, the Null hypothesis that there is no significant difference in the attitude of the teachers working with the Principals having differentially developed Tolerant administrative behaviour is rejected.

Conclusions drawn from the present study will be valuable in the selection procedure of an ideal Principal. The present system of recruitment of Principal does not have uniformity. The professional training, managerial skill dedication, commitment and leadership qualities are always not considered as essential requirement for the appointment of a Principal. Knowledge of such administrative behaviours of the Principals contributes in the effectiveness of the institution will be of significant value in helping the recruiters in selecting the Principals with required administrative behaviours.

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