

LEADERSHIP BEHAVIOUR OF PRINCIPALS AND ATTITUDE OF TEACHERS TOWARDS TEACHING AS RELATED TO ACADEMIC ENVIRONMENT

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ABSTRACT

Education is a powerful instrument for social, political and economic development of a country. To gear up education towards the desired end, teaching as a profession assumes a great importance. Education is a guiding force of human growth and development. In teaching, at its best, a teacher provides pupils with experience that will make worthwhile contributions to their mental, physical, social and emotional growth. Education is not only exclusively a pedagogical process. It has expanded to include the development in youth and whole some attitudes, proper channeling of youthful emotions and growth on the part of the young in social living as well as in academic scholarship. All this is viable only when the correlates of education are well nurtured in an educational institute. The present paper is an attempt to study the leadership behavior of Principals and teachers, attitude towards teaching as related to academic environment of the schools.

Keywords: Leadership Behaviour, Teaching, Academic Environment

The role of Principal as leader has been a subject of considerable debate and research in education. Many programs are designed to improve principals' leadership capacity and skills. Initial studies of school effectiveness identified the principal as "instructional leader" - one of several critical factors in effective schools. The concept of leadership has gained a lot of importance these days due to the fact that schools and colleges are no more simple institutions of learning like the older days of 'gurukuls'. It is well said that an educational institution is what its head makes it. "As is the headmaster so is the school" is well quoted maxim. He is responsible for creating an image for his institution whether good or bad. He can increase the morale of his teachers. The quality of institution depends upon his initiative and on his efficiency as an institutional leader. The efficiency of teachers and their contribution to education depends to a large extent, upon what kind of leadership is provided by the head of the institution. The survey of the related literature indicates that there is clear trend towards the accumulation of knowledge regarding school leadership and its effects. Shelat (1978), Rubio (1999), Ham (2000), Shams (2007) found significant

relationship between academic environment of schools and the various dimensions of leadership behaviour but Das (1990) did not find any such relationship. Singh (1996), Singh (1997) found significant relationship between enthusiasm among teachers and leadership behaviour. Kala (1988) found teachers' attitudes differed significantly under different managements. Manmeet (2001) found no significant difference in the attitude of B.Ed, E.T.T and N.T.T teachers. Rana (1992), Mitchel (1992), Gassaway (1994) found academic environment of various schools differ from one another. The present paper highlights the perceptions of the prevailing academic environment in schools along with teachers' attitude towards teaching and principals' leadership behaviour. It intends to provide empirical basis for the proposed formations which would help the planners to develop educational plans for the overall development and modernization of the country; the teachers to maintain the required standard of education and adopt innovative methods of teaching, the principals' to be highly democratic administrators and local community to be more co-operative and in touch with school programmes and students' academic and social problems.

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Objectives

1. To study the academic environment of Government Senior Secondary Schools of rural areas in Punjab.
2. To study the leadership behaviour of Principals of Government Senior Secondary Schools of rural areas in Punjab.
3. To study the overall attitude of teachers towards teaching working in Government Senior Secondary Schools in rural areas in Punjab.
4. To find the relationship between academic environment and leadership behaviour of Principals of Government Senior Secondary Schools of rural areas in Punjab.
5. To find the relationship between academic environment and teachers' attitude towards teaching in Government Senior Secondary Schools of rural areas in Punjab.
6. To study the difference in the attitude of Science, Arts and Vocational teachers towards teaching.

Method

The Descriptive Survey Method of research was employed for studying leadership behaviour of principals and teacher's attitude towards teaching as related to the academic environment of Government Senior Secondary Schools of rural areas in Punjab.

Sample

As it was not possible to study the entire population to be studied, a sample of 600 teachers was drawn from Government Senior Secondary Schools of rural areas in Punjab. Random Sample Technique was used. Out of every district five teachers from ten Government Schools of rural areas in Punjab were drawn. Thus the total sample of the study consisted of 600 individuals.

Measures

- Self-prepared Principals' Leadership Behaviour Questionnaire (PLBQ).
- Shashi Kala's Teachers Attitude Towards Teaching Scale (TATTS)-1988
- Satwant Kaur's Educational Environment Questionnaire (EEQ)-2004

Results and Discussions

Table 1: Showing Frequencies of Leadership Behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Than 2	12	2.0	2.0	2.0
	2.00 – 2.25	48	8.0	8.0	10.0
	2.25 – 2.50	84	14.0	14.0	24.0
	2.50 – 2.75	444	74.0	74.0	98.0
	2.75 or Above	12	2.0	2.0	100.0
	Total	600	100.0	100.0	

The table clearly shows that most of the respondents have, on average, awarded positive scores to the leadership behaviour in their respective institutes. Only 2% of the respondents have gained less than 2 as a mean score. This ensures that most of the teachers have a good view and positive opinion for their school management. Mean value of all the respondents as a whole comes out to be 3.66 which lies in scores 2.25 to 2.75. Thus it shows

a positive attitude and positive thinking prevalent among the responding teachers for the school administration. Standard deviation has been found to be 0.74 which further ensures a reasonable degree of consistency among the respondents for the responses.

Table 2: Showing Descriptive Statistics

	Mean	Std. Deviation
Teachers Qualifications, Qualities, Training and Methods of Teaching	.6492	.26320
Assessment and Evaluation	.5980	.15017
School's Rules, Regulations and Policies	.5184	.09640
Human Relationship	.5130	.11136
Curriculum and Co-curricular Activities	.4664	.20212
School Plant and Equipments	.4480	.21135

Primary analysis shows from all the six components of the study, respondents have highly agreed with the statement that there are the qualified teachers and the teachers have good qualities, they are well trained, and they used appropriate methods of teaching. Mean value 0.6492 shows that

approximately 65% of the response is in favour of this statement. This component has the highest mean value. Standard deviation is approximately 0.2632 which is more than one-third of total responses. It further tells that within this component, there is a significant variation of responses also.

Table 3: Showing Teachers' Attitude Towards Teaching

	Mean	S.D.
Teachers' Attitude Towards Self Concept	5.0728	.39357
Teachers' Attitude Towards Educational Process	4.9338	.42150
Teachers' Attitude Towards Class-room Teaching	4.5882	.38275
Teachers' Attitude Towards School System	4.5800	.36449
Teachers' Attitude Towards Teaching Profession	4.4080	.68393
Teachers' Attitude Towards Professional Growth	4.3440	.46176
Teachers' Attitude Towards Students	4.1282	.37877

Primary analysis shows the descending order of mean values (limit 0-5) of all the seven parameters in the table given below self-concept has been at the highest rank.

Attitude of Science, Arts and Vocational Teachers Towards Teaching

Analysis of variance has been carried out to examine the difference, if any, in the attitude of science, arts and vocational teachers towards teaching. For this purpose, the total sample of 600 teachers has been classified in these three streams. Then ANOVA has been carried out. Wherever F-value is significant, due interpretation has been made with the help of descriptive. A significant difference in the attitude of teachers belonging to different streams towards teaching profession was found. In general, it can be figured out that vocational teachers have difference of opinion with arts or science teachers when it comes to teaching profession, class-room teaching and attitude towards schools system. However, no difference exists for

attitude towards students or attitude towards self-concept.

Academic Environment and Leadership Behaviour

The results indicate that administrative behaviour is closely related to schools basic infrastructure like plants and equipment and teachers' qualification and training methods. Overall administrative behaviour has been found to be correlated with the academic environment. This leads to the acceptance of hypothesis 4 which states that, "There is significant relation between Leadership Behaviour and Academic Environment of Government Senior Secondary Schools of Rural areas of Punjab."

Academic Environment and Teachers' Attitude towards Teaching

Teachers' attitude towards teaching profession is significantly correlated to the school plants and equipment, teachers' qualifications and training, and

assessment and evaluation procedures. Overall, teachers' attitude towards the teaching profession is again, significantly correlated to the academic environment. Professional growth of teachers has been found to be significantly correlated with assessment and evaluation procedures, and school's rules and regulations. Overall, Professional growth is also correlated to the academic environment.

Conclusions

- Significant difference was found among the academic environment of different Government Senior Secondary Schools in rural areas of Punjab
- No significant difference was found in leadership behaviour of Principals of Government Senior Secondary Schools of rural areas in Punjab.
- Significant difference was found in the overall attitude of teachers towards teaching in Government Senior Secondary Schools in rural areas of Punjab.
- Significant relationship was found between leadership behaviour and academic environment of Government Senior Secondary Schools in rural areas of Punjab.
- Significant relation was found between attitudes of teachers towards the teaching and academic environment of these schools.
- Significant difference was found in the attitudes of Science, Arts and Vocational teachers towards teaching.

Educational Implications

The future of a nation depends upon the quality of its citizens which depends upon the quality of Education. The Quality of its Education depends on the quality, competency and efficiency of teachers. Academic environment of an institution is positively affected by the leadership behaviour of principals and teachers' attitude towards teaching. The perfect combinations of these variables are essential for progress and prosperity of a nation. *Education Commission (1964-66)*, "It is necessary to make intensive and continuous efforts to raise the economical, social and professional status of the

teacher in order to attract young men and women of ability to profession and to retain them in it as dedicated, enthusiastic and contained workers' '. The Government must give due importance to education in the annual budget of the nation. The academic environment of a school affects the growth and development of a child's personality. The results obtained from the investigation will help educators, educational authorities, principals and teachers to create the right type of environment for the all round development of the child. The findings of the study may form a part of the refresher courses, seminars organized for principals and teachers of secondary schools situated in rural areas of Punjab.

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