



## TEACHERS' ATTITUDES TOWARDS EDUCATIONAL ADMINISTRATION: AN ANALYTICAL STUDY IN JALGAON DISTRICT

### Education

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### ABSTRACT

This study investigates teachers' attitudes towards educational administration in Jalgaon District, Maharashtra, India, focusing on their perceptions, experiences, and expectations. Utilizing a survey method, data were collected from 60 teachers (43 male, 17 female) across government and private schools using the standardized Attitude Towards Educational Administration (ATEA) scale developed by Dr. T. R. Sharma. The study examines variations in attitudes based on gender and school type (government vs. private). Statistical analyses, including mean, median, mode, standard deviation, and t-tests, were employed to analyze the data. Results indicate that 93% of teachers hold a favorable attitude towards educational administration, with no statistically significant differences based on gender or school type. The findings suggest that fostering teacher involvement in administrative processes can enhance institutional efficiency and educational quality. Recommendations include increasing teacher participation in decision-making and organizing training programs to strengthen positive attitudes.

### KEYWORDS

#### INTRODUCTION:

Education is the backbone of a nation's social, economic, and cultural development, and effective educational administration is critical for ensuring quality education. Educational administration involves planning, organizing, directing, controlling, and evaluating educational institutions to achieve their objectives efficiently. Teachers, as key stakeholders in the educational system, play a pivotal role not only in teaching but also in shaping administrative processes. Their attitudes towards educational administration significantly influence institutional performance, decision-making, and policy implementation.

This study, titled Teachers' Attitudes Towards Educational Administration: An Analytical Study, aims to explore teachers' perspectives on educational administration in Jalgaon District, Maharashtra. By examining how teachers perceive administrative processes, their level of involvement, and the factors influencing their attitudes, the study seeks to provide insights for improving administrative practices and fostering teacher-administrator collaboration. The research is particularly relevant in the context of India's National Education Policy (NEP) 2020, which emphasizes teachers' roles as facilitators and active participants in educational governance.

#### Literature Review :

A review of existing literature highlights the importance of teachers' attitudes in shaping educational administration. Studies by Yadav (2015) and Kulkarni (2019) emphasize that effective educational administration requires coordinated efforts in planning, decision-making, resource management, and quality enhancement. Teachers are not merely implementers of administrative policies but active contributors whose experiences and perspectives influence institutional outcomes. Patil (2018) notes that teachers' positive attitudes towards administration enhance policy implementation and institutional efficiency, while negative attitudes may lead to dissatisfaction and reduced performance.

Previous research indicates that teachers' attitudes are influenced by factors such as gender, teaching experience, and school type (Gawande, 2020). However, many studies highlight a lack of teacher involvement in administrative decision-making, leading to feelings of marginalization (Khandale, 2016). The present study builds on these findings by conducting a detailed analysis of teachers' attitudes in Jalgaon District, examining variations based on gender and school type, and exploring the implications for policy and practice.

#### Significance Of The Study

Understanding teachers' attitudes towards educational administration is crucial for improving institutional performance and educational quality. Teachers' perspectives influence their engagement in decision-

making, policy implementation, and innovative practices, which are essential for achieving institutional goals. This study is significant because it:

1. Provides insights into teachers' perceptions, challenges, and expectations regarding educational administration.
2. Offers recommendations for enhancing teacher-administrator collaboration, aligning with NEP 2020's emphasis on participatory governance.
3. Contributes to the limited body of research on teachers' attitudes in the Indian context, particularly in Jalgaon District.
4. Informs policymakers and administrators about strategies to improve administrative processes and foster a positive institutional environment.

#### Objectives

##### The Study Aims To:

1. To Investigate teachers' attitudes towards educational administration.
2. To Determine whether teachers' attitudes are positive, negative, or mixed.
3. Analyze variations in teachers' attitudes based on gender, teaching experience, and school type (government vs. private).

#### Hypotheses

##### The Following Null Hypotheses Were Tested:

1. There is no statistically significant difference in the attitudes of male and female teachers towards educational administration, as measured by test scores.
2. There is no statistically significant difference in the attitudes of government and private school teachers towards educational administration, as measured by test scores.

#### Research Methodology :

The study adopted a survey method to explore teachers' attitudes towards educational administration. This method was chosen for its effectiveness in collecting data on perceptions and experiences from a large group of respondents. The research was conducted in Jalgaon District, Maharashtra, and utilized a descriptive and analytical approach to examine teachers' attitudes.

#### Sample And Sampling Technique:

The population teachers working in schools across Jalgaon District. A sample of 60 teachers (43 male, 17 female) was selected using the convenient random sampling method. The sample included teachers from both government (32 teachers, 53%) and private schools (28 teachers, 47%), ensuring representation across different school types and geographic areas (urban and rural).

#### Tool Used :

Data were collected using the Attitude Towards Educational

Administration (ATEA) scale, a standardized tool developed by Dr. T. R. Sharma. The ATEA consists of 20 statements assessing various aspects of educational administration, such as decision-making, leadership, planning, communication, and accountability. Responses were recorded on a 5-point Likert scale (Slightly Agree, Agree, Undecided, Disagree, Slightly Disagree). The tool's reliability and validity have been established in educational and psychological research, making it suitable for this study.

#### Data Analysis And Interpretation :

The data were analyzed to assess teachers' attitudes towards educational administration and to test the hypotheses. The overall distribution of ATEA scores is summarized below:

| Variable           | N  | Mean (M) | Median (Mdn) | Mode (Mo) | SD   | Kurtosis (Ku) | Skewness (Sku) |
|--------------------|----|----------|--------------|-----------|------|---------------|----------------|
| Teachers' Attitude | 60 | 49.15    | 51.0         | 42        | 8.26 | -0.65         | -0.35          |

#### Overall Attitude

- Favorable Attitude (Score  $\geq 40$ ): 56 teachers (93%) exhibited a favorable attitude towards educational administration.
- Less Favorable Attitude (Score 0–39): 4 teachers (7%) showed a less favorable attitude.

#### Gender-Based Analysis

- Female Teachers (N = 17):**
  - Favorable Attitude: 15 (88%)
  - Less Favorable Attitude: 2 (12%)
- Male Teachers (N = 43):**
  - Favorable Attitude: 41 (95%)
  - Less Favorable Attitude: 2 (5%)

#### School Type-Based Analysis

- Government Teachers (N = 32):**
  - Favorable Attitude: 30 (94%)
  - Less Favorable Attitude: 2 (6%)
- Private Teachers (N = 28):**
  - Favorable Attitude: 26 (93%)
  - Less Favorable Attitude: 2 (7%)

#### RESULTS :

The t-test was used to examine differences in attitudes based on gender and school type.

#### Hypothesis 1: Male vs. Female Teachers

| Group           | N  | Mean (M) | SD    | df | Obtained t | Table t (0.01) | Result   |
|-----------------|----|----------|-------|----|------------|----------------|----------|
| Male Teachers   | 43 | 50.27    | 6.78  | 58 | -0.60      | 1.98           | Accepted |
| Female Teachers | 17 | 48.88    | 10.54 |    |            |                |          |

**Interpretation:** The obtained t-value (-0.60) is less than the table t-value (1.98) at a 0.01 significance level with 58 degrees of freedom. Thus, the null hypothesis is accepted, indicating no statistically significant difference in attitudes between male and female teachers.

#### Hypothesis 2: Government vs. Private Teachers

| Group               | N  | Mean (M) | SD   | df | Obtained t | Table t (0.01) | Result   |
|---------------------|----|----------|------|----|------------|----------------|----------|
| Government Teachers | 32 | 51.15    | 7.21 | 58 | 1.33       | 1.98           | Accepted |
| Private Teachers    | 28 | 48.42    | 8.63 |    |            |                |          |

**Interpretation:** The obtained t-value (1.33) is less than the table t-value (1.98) at a 0.01 significance level with 58 degrees of freedom. Thus, the null hypothesis is accepted, indicating no statistically significant difference in attitudes between government and private school teachers.

#### Major Findings :

- Overall Attitude:** 93% of teachers exhibited a favorable attitude towards educational administration, while 7% showed a less favorable attitude, indicating strong trust and acceptance of administrative processes.
- Gender Differences:** Male teachers (95%) displayed a slightly higher favorable attitude than female teachers (88%), but the difference is not statistically significant.
- School Type:** Government teachers (94%) and private teachers (93%) showed nearly identical favorable attitudes, with no significant differences.

- Implications:** The predominantly positive attitudes suggest that teachers are willing to collaborate with administrators, which can enhance institutional efficiency and educational quality.

#### CONCLUSION:

The study reveals that the majority of teachers in Jalgaon District hold a favorable attitude towards educational administration, reflecting trust and cooperation. The lack of significant differences based on gender or school type suggests that teachers' attitudes are shaped more by administrative practices, involvement opportunities, and institutional environment than by demographic factors. These findings highlight the potential for leveraging teachers' positive attitudes to improve administrative processes and educational outcomes. By fostering greater teacher involvement and addressing the concerns of the minority with less favorable attitudes, educational institutions can enhance efficiency and collaboration.

#### Suggestions: Based on the findings, the following recommendations are proposed:

- Involve teachers in policy formulation, implementation, and decision-making to capitalize on their positive attitudes.
- Establish regular communication channels between administrators and teachers to build trust and improve efficiency.
- Organize workshops and training programs on administrative processes, new policies, and technology for teachers.
- Maintain ethical standards, transparency, and fairness in administrative practices to sustain positive teacher attitudes.
- Provide leadership opportunities and support for female teachers to address the slightly higher incidence of less favorable attitudes (12%).
- Incorporate teachers' feedback and suggestions into institutional decision-making processes.
- Recognize and reward teachers with positive attitudes through certificates or incentives to foster a supportive environment.
- Review and update administrative policies to align with teachers' needs and expectations.
- Promote a culture of collaboration and positive values within educational institutions.

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