



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS TOWARDS EDUCATIONAL ADMINISTRATION IN THIRUVALLUR DISTRICT

KEY WORDS: Educational Administration, Teacher Attitude, School Leadership, Higher Secondary Teachers, Institutional Management

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ABSTRACT

This study aims to explore the attitude of the higher secondary education administration teachers towards the educational administration in Thiruvallur District. Normative survey method, stratified random sampling technique was used to select a sample of 200 teachers from government and private schools. The Attitude towards Educational Administration Scale was developed and standardized by Dr.T.R Sharma (1998). The results indicate that teachers' attitudes in general are positive towards educational administration. There was significant difference between gender and locality and not significant difference between types of management. The study highlights the need of successful administrative practices in improving teachers' involvement and institutional performance.

INTRODUCTION

The efficiency of any educational organization is very dependent on its administration system. Educational administration is the planning, organizing, directing and coordinating of a variety of activities to accomplish educational objectives efficiently. Teachers are invaluable to the school when it comes to enacting the administrative policies and practices on the ground. They have a significant impact on school climate, teaching effectiveness and student achievement through their attitude towards educational administration. In the current educational context teachers are expected to not only teach but also perform duties of administration. Positive attitude to administration fosters cooperation, communication and development of the institution. It is therefore very important to have an awareness of the teachers' attitude towards educational administration so that the quality of education could be improved.

Educational Administration

The administration of education is the management of educational institution in an effective way by planning, organizing, leading, supervising and evaluating it. It guarantees appropriate use of the human and material resources in order to attain educational goals. Good administration ensures that teachers are able to discharge their responsibilities effectively in an enabling environment. It also supports the professional development and enhances teacher satisfaction with their jobs.

Review of Related Literature

Aksel and Bozkus (2022) performed bibliometric analysis of action research in the field of educational administration by employing Scopus database. They conducted a study to determine how many studies there were in this area, and they found that relatively little work had been done in this area, with most research focusing on western countries. Themes emerging are: Professional Development, School Improvement, Student Engagement and Activism. The study also found a growing trend of citations, reflecting the growing scholarly attention in recent years.

Al-Azmi et al., (2021) took a qualitative approach to assess the degree of accreditation of educational administration programs in Jordanian universities based on the standards of accreditation. The results showed a moderate level of effectiveness and that there was no difference between gender, experience and academic rank. The study suggested modifications for curriculum design, content relevance, and academic planning.

Durnali (2025) studied the use of smartphone applications in school administration and concluded that it facilitated communication, efficiency and collaboration. Associates did point out, however, some difficulties including techno stress, privacy issues, and distractions.

Hallinger and Kovacevic (2022) conducted a content analysis of articles in the journal Educational Management, Administration & Leadership and identified a transition from a focus on administration to leadership. In addition, there has been a trend toward internationalization of research output in this area, the study observed. Research has shown that supportive leadership, participative decision making, and transparency in administrative practices are beneficial to teacher attitudes and job satisfaction. Administrative efficiency also has been shown to be an important factor in maintaining a positive school climate and improving instruction.

Need and Significance of the Study

Education administration is one of the important regulators which influence the operational and effectiveness of the teaching-learning process in schools. The attitude of teachers to administration affects their participation, motivation and performance. There are several challenges that teachers encounter in the current educational setting, including but not limited to workload, accountability and administrative duties. It becomes easier to recognize their attitude towards administration and it leads to the recognition of gaps and improvement of institutional practices. The results of this study can offer an insight for teachers' attitude and can be used by administrators in designing better school management and engaging teachers.

Statement of the Problem

A study on attitude of higher secondary school teachers towards educational administration in Thiruvallur District.

OPERATIONAL DEFINITION

Attitude towards Educational Administration

In this study it means the opinions, beliefs and perception of higher secondary school teachers on the administration of planning, leadership, coordination, supervision and decision making in schools.

Objectives of the Study

1. To find out the level of attitude towards educational administration among Higher Secondary school teachers.
2. To find out whether there is a significant difference in Educational Administration among Higher Secondary school Teachers based on gender.
3. To find out whether there is a significant difference in Educational Administration among Higher Secondary school Teachers based on Medium of Instruction.
4. To find out whether there is a significant difference in Educational Administration among Higher Secondary school Teachers based on locality.

Hypotheses of the Study

1. The level of Educational Administration among Higher

Secondary school Teachers is moderate in nature.

2. There is no significant difference in Educational Administration among Higher Secondary school Teachers based on gender.
3. There is no significant difference in Educational Administration among Higher Secondary school Teachers based on Medium of Instruction.
4. There is no significant difference in Educational Administration among Higher Secondary school Teachers based on locality.

Methodology of the Study

Method: Normative Survey Method

Population: Higher secondary school teachers in Thiruvallur District

Sample: 200 higher secondary teachers selected through stratified random sampling

Tool Used: Attitude towards Educational Administration Scale developed and standardized by Dr.T.R.Sharma (1998)

Data Analysis and Interpretation

Hypothesis 1

The level of Educational Administration among Higher Secondary school Teachers is moderate in nature.

Table 4.01 Showing the Frequency and Percentage for the Educational Administration among Higher Secondary school Teachers

Variable	No. of Samples	Range	Category	Frequency	%
Educational Administration	200	Below 60	Low	52	26%
		61-74	Moderate	92	46%
		Above 75	High	56	28%

From the above table we inferred that maximum percentage (46%) falls under the Moderate. Hence the above mentioned hypothesis is accepted. Therefore the level of Educational Administration among Higher Secondary school Teachers is found to be moderate in nature.

Level of Educational Administration

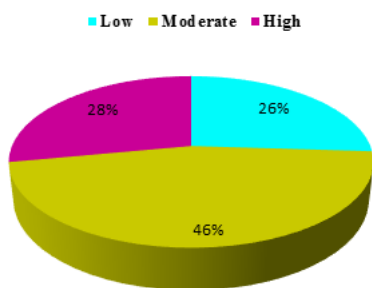


Fig-4.01 Graph showing the frequency and percentage for the educational administration among higher secondary school teachers

Hypothesis 2

There is no significant difference in Educational Administration among Higher Secondary school Teachers based on gender.

Table: 4.02 Difference between male and female higher secondary school teachers in their educational administration

Variable	Gender	N	Mean	S.D	't' value	L.S
Educational Administration	Male	98	66.36	9.06	1.310	NS
	Female	102	68.11	9.83		

From the above table, it is inferred that t- value (1.310) is lesser than the table value (1.96) at 0.05 levels. Hence there is no

significance difference between the Male and Female higher secondary school teachers on their Educational Administration mean scores. Female higher secondary school teachers exhibit significantly higher Educational Administration than their males' higher secondary school teachers.

Therefore the above null hypothesis is accepted.

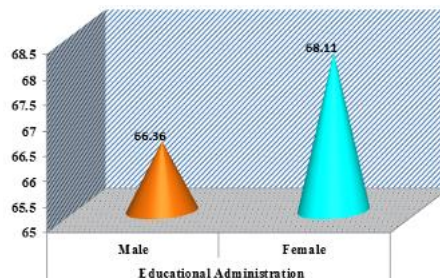


Fig: 4.02 Graph showing difference between male and female higher secondary school teachers in their educational administration

Hypothesis 3

There is no significant difference in Educational Administration among Higher Secondary school Teachers based on Medium of Instruction.

Table 4.3 Difference between Tamil and English higher secondary school teachers in their educational administration

Variable	Medium of Instruction	N	Mean	S.D	't' value	L.S
Educational Administration	Tamil	103	66.90	9.382	0.532	NS
	English	97	67.62	9.620		

From the above table, it is inferred that t- value (0.532) is lesser than the table value (1.96) at 0.05 levels. Hence there is no significance difference between the Tamil and English higher secondary school teachers on their Educational Administration mean scores. English higher secondary school teachers exhibit significantly higher Educational Administration than their Tamil higher secondary school teachers.

Therefore the above null hypothesis is accepted.

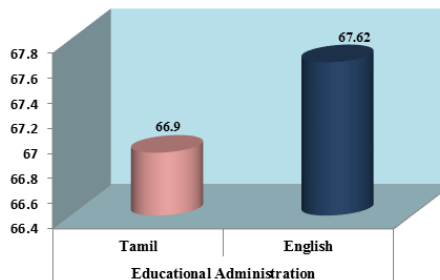


Fig: 4.03 Graph showing difference between Tamil and English medium higher secondary school teachers in their educational administration

Hypothesis 4

There is no significant difference in Educational Administration among Higher Secondary school Teachers based on locality.

Table: 4.04 Difference between rural and urban higher secondary school teachers in their educational administration

Variable	Locality	N	Mean	S.D	't' value	L.S
Educational Administration	Rural	91	64.34	9.515	4.121	S
	Urban	109	69.68	8.781		

From the above table, it is inferred that t- value (4.121) is higher than the table value (1.96) at 0.05 levels. Hence there is a significance difference between the Rural and urban higher

secondary school teachers on their Educational Administration mean scores. Urban higher secondary school teachers exhibit significantly higher Educational Administration than their rural higher secondary school teachers.

Therefore the above null hypothesis is rejected.

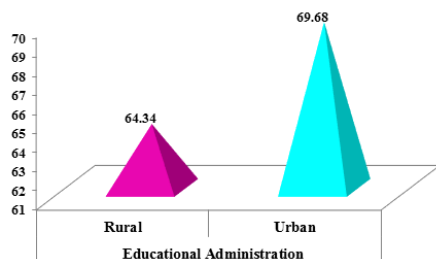


Fig: 4.04 Graph showing difference between rural and urban higher secondary school teachers in their educational administration

Major findings

- The level of Educational Administration among Higher Secondary school Teachers is found to be moderate in nature.
- There is no significant difference between the Male and Female higher secondary school teachers on their Educational Administration mean scores. Female higher secondary school teachers exhibit significantly higher Educational Administration than their males' higher secondary school teachers.
- There is no significance difference between the Tamil and English higher secondary school teachers on their Educational Administration mean scores. English higher secondary school teachers exhibit significantly higher Educational Administration than their Tamil higher secondary school teachers.
- There is significance difference between the Rural and urban higher secondary school teachers on their Educational Administration mean scores. Urban higher secondary school teachers exhibit significantly higher Educational Administration than their rural higher secondary school teachers.

CONCLUSION

The study shows that overall; the secondary school teacher has a positive attitude to educational administration. Good administration is a condition for improved teacher involvement and institutional development. Results suggest that participatory leadership and supportive administrative systems are necessary to increase teacher satisfaction and the effectiveness of the school.

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