CHAPTER 7

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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, teacher provides pupils with experience that will make worthwhile contribution 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.

Teaching is one of the most honourable and highly respected professions. In all the countries and among all the civilized people the teacher has always been essential for the welfare of the group and improvement of its culture. He has always been of vital importance for any country. The role of the teacher in our modern and complicated system of education today is indeed important and complex one. Today, it seems imperative that the teacher must also function effectively Dr. Radhakrishnan has aptly remarked, “Teacher’s place in society is of vital importance, he acts as the pivot of transmission of intellectual traditions and technical from generation to generation and helps to keep the lamp of civilization burning.”

LEADERSHIP BEHAVIOUR OF PRINCIPALS

The role of Principal as leader has been a subject of considerable debate and research in education. Many programmes 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 nowadays 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.

According to Good's Dictionary of Education (1959), “leadership is the ability and readiness to inspire, guide or manage others.”

Bennis (1959) defined, "leadership as a process by which an agent induces a sub-ordinate to behave in the desired manner”.

According to Hersey and Blanchard (1972), "leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement”.

Davis (1986) defined “leadership as the ability to persuade others to seek defined objectives enthusiastically, to bind human factor of a group together while motivating it towards its goals”.

ATTITUDE TOWARDS TEACHING

Teaching, as a performance activity is viewed in terms of providing the, pupil with opportunity to learn. Its direct purpose is to arrange the contingencies of classroom so that pupil will have experience and will engage themselves in activities favourable to learning.
It is universally accepted fact that the attitude of an individual plays an important role in determining his role performance with respect to a particular object. In teaching, how a teacher performs his duty as a teacher depends upon great extent on his attitudes, values and beliefs. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding. The attitude of teachers towards teaching is of crucial importance in explaining their teaching productivity.

Attitude towards teaching is an enduring perceptual organization of teacher belief and learned tendency to react favourably or unfavourably in different degrees which determine his actual response towards teaching.

In the words of Bigardus (1931), "An attitude is a tendency to act towards or against something in the environment which becomes thereby a positive or negative value".

In *Dictionary of Psychology, Warren (1934)* calls attitude, "The specific mental disposition toward an incoming experience, whereby that experience is modified or a condition of readiness for a certain type of activity".

*Sarnoff (1960)* has given a short cut opinion about an attitude that it is "a disposition to react favourably or unfavourably to a class or objects".

*Good (1973)* in the Dictionary of Education calls it a "State of mental and emotional readiness to reach to situations, persons or thoughts in a manner in harmony with habitual pattern previously conditioned to or associated with these stimuli".

*Sampson (1976)* is of the opinion that an attitude is "an underlying positive or negative evaluation of some object". The person with a particular attitude towards an object is assumed to be disposed to behave favourably or unfavorably towards that object."
ACADEMIC ENVIRONMENT

Environment refers all types of surroundings, in which a person lives. Environment consists of two components i.e. (i) Biotic which includes living organisms such as plants, animals and micro-organisms(ii) Abiotic which includes non living things such as light, air, temperature and humidity. Academic environment possesses the potentiality of stimulating the students to develop their power of analysis, synthesis, conceptual thinking and critical evaluation. Thus academic environment of school may be defined as one in which intellectual, creative, physical and productive process of a child blossoms to its full. Such environments motivate the students to learn, to work, to play and to make all kinds concentrated efforts to achieve their goals.

*Brogan (1992)* observed that academic environment depends upon three factors:-

(a) Physical facilities which include

- Teaching learning space.
- Better display systems.
- Elimination of glare and outside noise.
- Sufficient illumination on task areas (blackboards, desks)
- Use of audio - visual materials.
- Material equipments.

(b) Human functioning which includes:-

- Head of institute
- Teachers
- Students

(c) Effective teaching which includes:-
Highly competent teachers
• Effective teaching - learning process.
• Teacher - Students' interaction.
• Required skills.
• Right type of behaviour.
• Attitude towards teaching.

Academic environment can be studied under two categories

(1) High academic environment.

(2) Low academic environment.

High academic environment school shows following characteristics:
• Hard work for high grades
• Greater academic freedom in selecting subjects.
• Teachers put a lot of energy into their teaching and are prepared to accept interruption from students who disagree.
• Student teacher relations are more cordial.

Low academic environment school shows following characteristics:
• Stress to make students more practical and realistic towards job security and family happiness.
• Students follow rigid time and class schedule, few discussions and debates are held.
• Academic process is more narrowly and tightly organized.
• Students show interests in skills like typing, knitting, carpentry, mechanical jobs and they prove themselves efficient in practical affairs
Statement of the Problem

Leadership Behaviour of Principals and Attitude of Teachers towards Teaching as related to Academic Environment of Government Senior Secondary Schools of Rural Areas in Punjab.

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.

REVIEW OF RELATED STUDIES

Leadership Behaviour of Principals

The survey of the related literature indicates that there is a clear trend towards the accumulation of knowledge regarding school leadership and its effects. Leadership has been and will continue to be a major focus in this era of school accountability and school restructuring. It is hoped that the study of school leadership will become increasingly more eclectic, both philosophically and
methodologically. In addition, leading and managing effective schools to respond to the increasing demands of the society will require the knowledge and technical skills of committed and competent leaders.

Various studies have been conducted with different variables in relation to leadership behaviour of school principals. Some of them are job satisfaction, teacher burn out, teacher motivation, teacher effectiveness, Job experience, Sex, age and marital status, effectiveness of school system, teacher’s involvement in decision making, teacher’s attitude, academic environment and so on.


John (1976) found age of educational leaders positively correlated to administrative style (liberal/conservative). Zibrin (1985) found positive correlation between modes of thinking and different leadership styles. Boyer (1988) found no clear relationship between leadership behaviour and the level of implementation of Instructional Management System.

Teachers’ Attitude towards Teaching

Teacher’s attitude towards teaching has been focus of research since long. It has been widely studied by the researchers with a variety of variables e.g. age, sex, marital status, qualifications of the teacher, teachers’ training, years of teaching experience, different types of managements, job satisfaction and so on.


Academic Environment

Academic environment is key component that is directly or indirectly related to various variables in the school system. Rana (1992), Mitchel (1992), Gassaway (1994), Mahla (1997) found that academic environment of various schools differ from one another but Amaranth (1980) found that government and privately managed schools as a group did not differ significantly in their academic environment.

Hypotheses

Following hypotheses were tested with a view to conduct the research study under consideration.

1. There is significant difference among academic environments of different Government Senior Secondary Schools in rural areas of Punjab.

2. There is significant difference between leadership behaviour of Principals of different Government Senior Secondary Schools in rural areas of Punjab.

3. There is significant difference in the overall attitude of teachers towards teaching in Government Senior Secondary Schools in rural areas of Punjab.

4. There is significant relation between leadership behaviour and academic environment of Government Senior Secondary Schools in rural areas of Punjab.

5. There is significant relation between attitudes of teachers towards teaching and academic environment of these schools.

6. There is significant difference in the attitudes of Science, Arts and Vocational teachers towards teaching.

Methodology

Design of study

The Descriptive Survey Method of research was employed for studying leadership behaviour of principals and teacher's attitude towards teaching as related to academic environment of Government Senior Secondary Schools of rural areas in Punjab. Shashi Kala's Teacher's Attitude towards Teaching Scale (1988) was employed to measure teacher's attitude towards teaching. Satwant Kaur's Educational Environment Questionnaire (2004) was employed to study the academic environment of Government Senior Secondary Schools of rural areas in Punjab. A self developed Principals' Leadership Behaviour Questionnaire was used...
to study the leadership behaviour of Principals 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. The data was collected from the following districts of Punjab:

1. Moga
2. Ludhiana
3. Ferozepur
4. Hoshiarpur
5. Faridkot
6. Bathinda
7. Sangur
8. Barnala
9. Jalandhar
10. Muktsar
11. Ropar
12. Kapurthala

Out of every district five teachers from ten Government Schools of rural areas in Punjab were drawn. Thus the total sample of the study comprised of 600 individuals.

Tools Used
Besides, the personal data form to obtain information about age, experience, sex, qualification of Government. School teachers, the following standardized tools of Leadership Behaviour of Principals, Teacher’s Attitude towards teaching and academic environment were used.

- 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

**Statistical Techniques Used**

Major tools used for the analysis are means and standard deviation, correlation and Analysis of variance (one-way).

**Definitions of Key Terms**

**Leadership behaviour:** Leadership behaviour is taken to mean a process where by an individual such as principal influences a group of individuals like teachers and pupils to achieve common organizational goals.

**Attitude towards Teaching:** Attitude towards teaching in this study, was operationalised as the degree of positive or negative feelings of teacher towards teaching and teacher’s predisposition to act favourably or unfavourably on six point scale towards seven dimensions of teaching namely

1. Attitude towards teaching profession.
2. Attitude towards professional growth.
3. Attitude towards self concept.
4. Attitude towards educational process.
5. Attitude towards classroom teaching.
6. Attitude towards students

7. Attitude towards school system.

**Academic Environment:** Academic or educational environment, is defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value based manner on two point scale towards six dimensions of academic environment namely


2. Curricular and co-curricular activities.

3. Teacher’s Qualification, qualities training and methods of Teaching.

4. Assessment and Evaluation.

5. Schools’ Rules, reputation and Policies.


**NEED AND SIGNIFICANCE OF THE STUDY**

Soundness of any educational program is best judged by the students, faculty members, principals and local community. The present study is a step towards this direction. It highlights the perceptions of prevailing academic environment in schools along with teachers’ attitude towards teaching and principals’ leadership behaviour. The knowledge of academic environment and identification of variables which are affected by the school environment provides the area of relative strength and weaknesses of schools; such information is pre-requisite for bringing about changes in school environment. Educators, principals, teachers and other program planners need this information to include and to bring about desired improvements in their institutions.
The knowledge of results of present study can be a useful tool for principals and teachers in planning appropriate school work and students' activity. Planning of curricular and co-curricular student activities serve the purpose of developing each individual knowledge, interests, ideals, attitude, habits, skills and self-confidence. It is believed that society will be better if the individual members get the opportunities to blossom their talents and potentials. The school proceeds with these assumptions that each individual is valuable to society and can serve the society. So school programmes are organized for all round development of the pupil.

The present study, 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. The results obtained from the investigation of the study will provide the effective tools to formulate the educational policies and their implementations accordingly. They would also assist the educators, educational authorities, principals and teachers to create right type of environment for the all round development of the children.

Data Collection

Data for the present study was collected at two stages.

At first stage, data was collected for the construction and standardization of PLBQ.

At the second stage, data was collected from the teachers of Government Senior Secondary Schools situated in rural areas of Punjab. Objectives of the research were made clear to them in order to enable them to make their mind to cooperate with the process of data collection.
Findings

1 Significant difference was found among the academic environment of different Government Senior Secondary Schools in rural areas of Punjab.

2 No significant difference was found in leadership behaviour of Principals of Government Senior Secondary Schools of rural areas in Punjab.

3 Significant difference was found in the overall attitude of teachers towards teaching in Government Senior Secondary Schools in rural areas of Punjab.

4 Significant relationship was found between leadership behaviour and academic environment of Government Senior Secondary Schools in rural areas of Punjab.

5 Significant relation was found between attitudes of teachers towards teaching and academic environment of these schools.

6 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 quality of Education. The Quality of its Education depends on quality, competency and efficiency of teachers. Academic environment of an institution is positively affected by leadership behaviour of principals and teachers’ attitude towards teaching. The perfect combinations of these variables are essential for progress and prosperity of a nation.

Leadership behaviour of Principals is positively and significantly correlated to academic environment of an institution. The principal holds the highest position in the institution. The tone of the institution is mainly influenced by the behaviour and
personality of the principal and it affects the attitude, academic environment, progress, cooperation and direction of efforts in the institution.

Teachers' attitude towards teaching is positively and significantly correlated to academic environment of an educational institution. Teachers' attitude towards teaching can be strengthened by giving them a better status in society. Their legitimate demands should be accepted readily without giving them a chance to resort to agitation. A teacher having favourable attitude towards teaching will have similar attitude towards his pupils and colleagues. This will naturally lead to success of educational system. Successful education system can lead to the solutions of many problems of the society. Thus, the study promotes the idea to employ teachers with positive attitude towards teaching towards teaching for shaping the attitude of the students in desired direction.

Education is the only medium through which students can be prepared successfully for the future life. Properly educated citizens having positive attitude and democratic qualities are needed for the success of democracy. It is only through education that democratic citizenship can be developed. Education is panacea for most of the evils of the society. Education, thus, needs much attention and better sharing from the annual budget of the country. At present education is not given much importance, Education Commission (1964-66), "It is necessary to make intensive and continuous efforts to raise 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 effects the growth and development of child’s personality. The results obtained from the investigation will help educators, educational authorities, principals and teachers to create 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 area of Punjab.

**Suggestions for Further Research**

1. Apart from variables taken in this study the impact of certain important variables such as job satisfaction, achievement motivation, job performance, adjustment, job burnout on academic environment of Government Senior Secondary Schools can be studied.

2. Same variables can be explored for rural and urban academic environment, for private and Government Schools and for male and female teachers.

3. Impact of values patterns of teachers and teacher effectiveness can be explored.