

Attitude of College Teachers Towards Autocratic and Democratic Administration in Relation to Their Personality

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Abstract:

The present study was conducted to find out the attitude of college teachers towards autocratic and democratic administration in relation to their personality. The sample of the study comprised 100 college teachers of Moga City only. The data was further stratified into males and females as well as teachers from govt and private institutions. For the collection of data, the researcher used Introversion and Extroversion Inventory by Dr. P.F Aziz and Dr. Rekha Gupta (2007) and self-constructed scale to assess teachers' attitude towards autocratic and democratic administration. The results of the study indicated that there is no significant difference in the attitude of teachers towards autocratic and democratic administration with respect to their personality, gender and the type of institution they work in.

Keywords—Attitude, Autocratic Administration, Democratic Administration, Extroversion, Introversion.

1.INTRODUCTION

Learning is as old as the human race. It is a never-ending process and its period stretches from cradle to the grave. In this complex and dynamic society, the role of education is becoming more and more difficult and complicated and the process of education is not as simple as it used to be in the past. Consequently, all concerned individuals the teachers, administrators and even laymen feel the urge to make educational patterns better than before. But the success of any institution depends on many factors out of it, one is the way it is administered.

A teacher is a person engaged in interactive behaviour with one or more students for the purpose of bringing out positive change in the students. The change, whether it is to be in knowledge (cognitive), skill (psychomotor) or feeling (affective), is intentional on the part of the teacher. The essential task of the teacher is to arrange the conditions of the learner's environment so that the processes of learning may be activated,

supported, enhanced and maintained. A teacher's personality is a crucial factor in arranging the conditions of the learner's environment. Teachers are literally the arbiters of a nation's destiny. The teacher is the key to any educational reconstruction. Their influence is everlasting. They shape the destiny of future citizens. The quality of teacher education has always been a matter of concern. This concern is genuine because the quality of a nation depends upon the quality of its citizens and further the quality of its citizens depends upon the quality of their teachers. A Teacher's personality should be eminent so that the students may always admire and respect them.

Attitude

Attitude is the readiness to react against some situations, persons, things etc. in a particular manner. The defining characteristic of attitude is that it expresses an evaluation of some object. Evaluations are expressed by terms such as liking and disliking, favouring – not favouring. Attitudes

have been defined as ideals with emotional content, important beliefs, prejudices, biases, predispositions, appreciations, and a state of readiness. Attitudes have intellectual, biological, social and emotional components that are derived from experience and exercise a determining influence on behaviour. It is a state of mental readiness and emotional readiness to react towards particular situations, persons or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli.

A variety of personality patterns and traits are included in an individual's array of attitudes. These are attitudes towards health, life, death, people, new situations, music and art, work, play, religion and many more that are of like importance. These attitudes have been influenced by the educative process through planned and random experiences. Attitudes have four dimensions: intensity, direction, extensity and duration. Each of these aspects is important in understanding attitudes and their influence on behaviour. The intensity of an attitude is evidenced by the extent to which it motivates an individual's behaviour. Limits of intensity can be determined by the nature of the barriers needed to inhibit a response. The direction of an attitude is observed in behaviour as a force that repels, attracts, or fails to motivate one in any direction. Extensity is observed in the patterns of attitude within the individual. It develops from a wide variety of experiences. For example, actions that are uncommon in a particular person like teachers slapping a student which she never does in her class but suddenly she acts like that. The duration of an attitude is another aspect that is important for educators. The function of education is the modification of existing negative attitudes and the creation of new ones that are positive and enduring. Attitudes may endure for only a short time if they are not being reinforced by experiences. It may bring about a complete reversal of a previous attitude. In general, it can be said that an attitude endures as long as it promotes the goals of the individual. It is evident that attitudes are modified through experience.

Educational Administration

Educational administration is the management of educational institutions with a view to fostering teaching and learning. It is a field of practice. To carry on multifarious activities society establishes various institutions or organizations etc. It is the total planning, organizing, coordinating, motivating, controlling and operating the works in an institution. It provides the necessary guidance, leadership and control of the efforts of a group of individuals towards a particular goal. It is the force which lay down the objectives for which an organization and its management are supposed to strive for. Therefore, Administration determines the objectives for which an enterprise is established and decides the policies, rules and regulations through which the activities of the enterprise are to be controlled. As a leader, he administers the whole of the organization. There are mainly two forms of administration which is prevalent in our educational system. i.e Autocratic Administration and democratic Administration.

Autocratic Administration

Autocratic administration means one man's administration over others. There is one man's rule and all others have to carry out his orders irrespective of the fact whether they like it or not.

Democratic Administration

Democratic administration is the one which is fully decentralized. In such an administration, no one acts as a boss to pass orders and to rule over others. A democratic set up of life demands to have democratic type of administration.

Personality

The Personality is a stable system of complex characteristics by which the life pattern of the individual may be identified. It is the sum total of activities that can be discovered by the actual observations over a long period of time to give reliable information. A Teacher's behaviour can be judged from his personality as it is a complex organization of cognitions, affects and behaviours that gives direction, pattern, coherence to the person's life. Like the body, personality consists of

both structures that processes and reflects both nature (genes) and nurture (experience). Personality put emphasis on individual differences in the way that has been detrimental to progress in the theory and research. It put emphasis on cognition, affects and behaviour – What one thinks, feels and does. Often these aspects are considered in isolation but what one thinks, feel and does are always influences one another. It is an organization of these elements in terms of the ongoing interactions among them that is central to personality.

Personality can bring about change in an individual's life, but change occurs gradually or in response to profound events. To say a quality is characteristic of someone's personality is to stress how it distinguishes him or her from others. The trait of extraversion-introversion is a central dimension of human personality. Extroverts tend to be gregarious, assertive, and interested in seeking out excitement. Introverts, in contrast, tend to be more reserved, less outgoing, and less sociable. They are not necessarily loners but they tend to have smaller circles of friends and are less likely to thrive on making new social contacts. Introverts are less likely to seek stimulation from others because their own thoughts and imagination are stimulating enough. The personality of the teacher somehow reflects the attitude of the teacher.

2.SIGNIFICANCE OF THE PROBLEM

Unexplored areas of life call for research in modern civilized societies. This is also essentially true in the field of education. Many educational aspects still remain in the twilight domain and cry for scientific and philosophical investigation. In any institution, how it is administered plays an important role in its overall effectiveness. Institutions can be run in autocratic manner or through a democratic one.

In Autocratic administration, the teachers are not at liberty to perform their duties and express their innovative ideas whereas in the democratic administration, they are free to participate in the decision-making process of the institution. Teachers are the custodian and architect of our future but there is growing dissatisfaction among teachers

regarding organizational climate, working conditions and the authoritative attitude of the head. There is a constant tussle going on between the staff and the head of the institution. In such pull-ups it is not the staff but the students who suffer. The literature shows that among many areas in the field of education which are directly needed to be scientifically explored, the area of Attitude of college teachers towards Autocratic and democratic administration in relation to their personality was almost wholly overlooked by the earlier researchers. So the present study is an endeavour to fill the concerned gap in the existing body of knowledge in the area of education.

3.OBJECTIVES

1. To find out the difference in the attitude of college teachers towards autocratic and democratic administration with respect to their gender, personality and type of institution.
2. To find out the difference in the personality of government and private college teachers.

4.HYPOTHESES

1. There exists no significant difference in the attitude of college teachers towards autocratic and democratic administration.
2. There exists no significant difference in the attitude of government and private college teachers towards autocratic administration.
3. There exists no significant difference in the attitude of government and private college teachers towards democratic administration.
4. There exists no difference in the personality of government and private college teachers.
5. There exists no significant difference in the attitude of extrovert college teachers towards autocratic and democratic administration.

- There exists no significant difference in the attitude of introvert college teachers towards autocratic and democratic administration.

5.DELIMITATIONS

- The study was delimited to 100 teachers of government and private colleges of Moga district only.
- Only the Extroversion and Introversion dimensions of the personality of the college teachers were assessed.

6.METHODOLOGY

Keeping in mind the nature of research, descriptive survey method used in the present study.

7.SAMPLE

In the present study, with the use of a random sampling technique, the data was collected from 100 college teachers only. Out of which 50 teachers from government colleges and 50 from private colleges constituted the sample.

8.TOOLS

In the present study, the following tools were used to collect data:

- Introversion and Extroversion Inventory by Dr. P.F Aziz and Dr. Rekha Gupta (2007)
- Self-Constructed Attitude Scale on the Autocratic and Democratic Administration.

9.RESULTS AND DISCUSSION

Hypotheses I: There exists no significant difference in the attitude of college teachers towards autocratic and democratic administration.

Table 1.1: Showing Mean and t-value of College Teachers Attitude towards Autocratic and Democratic Administration

Sample Group	N	Mean	t-value	Remarks
Autocratic Administration	28	98.35	0.22	Insignificant
Democratic Administration	24	121.83		

The above-mentioned table shows that t-value for attitude of college teachers towards autocratic and democratic administration came out to be 0.22. Since our calculated value of the t-value is smaller than its table value i.e.2.05 at 0.05 level of significance. Hence the hypothesis “There exists no significant difference in the attitude of college teachers towards autocratic and democratic administration” is accepted. The researcher is of the view that such results came out because teachers have different preferences, thinking and attitude. Some like to work in institution where there is autocratic administration whereas some favour democratic administration.

Hypotheses 2: There exists no significant difference in the attitude of government and private college teachers towards autocratic administration.

Table 1.2: Showing Mean and t-value of Govt and Private College Teachers Attitude towards Autocratic and Democratic Administration

Sample Group	N	Mean	t-value	Remarks
Govt College Teachers	6	99.66	0.06	Insignificant
Private College Teachers	22	98.22		

The above-mentioned table shows that t-value for government and private college teachers’ attitude towards autocratic administration come out as 0.06 whereas the table value for the same is 2.09 at 0.05 level of significance. Hence the hypothesis that “There exists no significant difference in the

attitude government and private college teachers towards autocratic administration” is accepted.

Hypotheses 3: Thereexists no significant differencein the attitude of government and private college teachers towards democratic administration.

Table 1.3: Showing Mean and t-value of Govt and Private College Teachers Attitude towards Autocratic and Democratic Administration

Sample Group	N	Mean	t-value	Remarks
Govt College Teachers	13	125.76	0.09	Insignificant
Private College Teachers	11	117.18		

The above-mentioned table shows that t-value for government and private college teachers’ attitude towards democratic administration come out as 0.09 whereas the table value for the same came out to be 2.16 at 0.05 level of significance. Hence the hypothesis that “There exists no significant difference in the attitude government and private college teachers towards democratic administration” is accepted.

Hypotheses 4: Thereexists no differencein the Personality of Government and Private College Teachers.

Table 1.4: Showing Mean and t-value of difference in the Personality of Government and Private College Teachers

Dimensions of Personality	Govt College Teachers	Private College Teachers
Introversion	72%	60%
Extroversion	28%	40%

From the above mentioned table , it is clear that 72% of Govt College teachers are Introvert whereas in case of private colleges 60% of them fall in introversion category. On the other side, in case of extroversion, only 28% of govt college teachers falls in this category as compared to 40% of private college teachers. Hence the hypothesis that there

exists no difference in the personality of Govt and Private college teachers is accepted. In case of both types of colleges (Govt and Private), most of the teachers were found to have introvert personality.

Hypotheses 5: Thereexists no significant differencein the attitude of extrovert college teachers towards autocratic and democratic administration.

Table 1.5: Showing Mean and t-value of Attitude of Extrovert College Teachers towards Autocratic and Democratic Administration

Sample Group	N	Mean	t-value	Remarks
Autocratic Administration	9	98.88	0.33	Insignificant
Democratic Administration	12	121.66		

The above-mentioned table shows that t-value for attitude of extrovert college teachers towards autocratic and democratic administration came out as 0.33 whereas the table value for the same came out to be 2.16 at 0.05 level of significance. As the calculated value is smaller than the table value therefore the hypothesis that “Thereexists no significant differencein the attitude of extrovert college teachers towards autocratic and democratic administration” is accepted. The researcher is of the view that such results came out as extroverts are by nature outspoken and confident and can easily grab the opportunities for participation in different kinds of activities in any type of institution whether it follows autocratic administration or democratic administration.

Hypotheses 6: Thereexists no significant differencein the attitude of introvert college teachers towards autocratic and democratic administration.

Table 1.6: Showing Mean and t-value of Attitude of Introvert College Teachers towards Autocratic and Democratic Administration

Sample Group	N	Mean	t-value	Remarks
Autocratic Administration	19	98.36		
Democratic Administration	12	122	0.29	Insignificant

The above-mentioned table shows that t- value for attitude of introvert college teachers towards autocratic and democratic administration came out as 0.29 whereas the table value for the same came out to be 2.20 at 0.05 level of significance. As the calculated value is smaller than the table value therefore the hypothesis that “ “Thereexists no significant differencein the attitude of introvert college teachers towards autocratic and democratic administration" is accepted.

10.CONCLUSION

1. There exists no significant difference in the attitude of college teachers towards autocratic and democratic administration.
2. There exists no significant difference in the attitude of government and private college teachers towards autocratic administration.
3. There exists no significant difference in the attitude of government and private college teachers towards democratic administration.
4. There exists no difference in the personality of government and private college teachers.
5. There exists no significant difference in the attitude of extrovert college teachers towards autocratic and democratic administration.
6. There exists no significant difference in the attitude of introvert college teachers towards autocratic and democratic administration.

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