

ATTITUDE OF C.B.S.E. AFFILIATED SCHOOL TEACHERS REGARDING THEIR PARTICIPATION IN DECISION MAKING PROCESS OF VARANASI CITY

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Abstract

An attitude is best defined as an enduring system of the cognitive component, the feeling component and the action tendency component, all of which centre round an object, person, event etc. According to Koontz et. Al. (1988), decision making is the process of recognizing a problem or opportunity and finding a solution to it. It means to choose between available options or alternatives in order to achieve desired objectives and avoid negative unintended consequences. The purpose of this research is to find out the teachers' attitude regarding their participation in decision making process in C.B.S.E. schools of Varanasi city. Whatever the decision teachers take with respect to the content of education and its transaction in classroom and school may be subjected to review regularly. It will also aware teachers and educators for better participation to make school decisions more effective. It includes the sample of 144 teachers of C.B.S.E. schools as Central Hindu Girl's School, Central Hindu Boys School and Kendriya Vidyalaya sangathan. Its chosen by simple random method of sampling. Mean and Standard Deviation of total scores were calculated. Using the values of mean and standard Deviation the student t-test was applied to test the significance of the difference between mean. The major findings are 44.68% teachers of C.B.S.E. Schools have Low Favourable Attitude (LFA) towards decision making process in C.B.S.E Schools. The male and female teachers have similar attitude towards participation in DMP in C.B.S.E. Schools irrespective of their gender. The general caste and other caste (ST, SC & OBC) category of C.B.S.E. School Teachers have different attitude towards participation in DMP in C.B.S.E. Schools irrespective of their caste category. Attitude of C.B.S.E. School Teachers towards their participation in decision making process is same irrespective of their designation. This study reflects the status of participation of teachers in C.B.S.E schools in Varanasi city. The findings, conclusions and implications will be useful for the school administrators monitor and improve the status of participation of teachers in the day to day decisions of schools. It will also aware teachers and educators for better participation to make school decisions more effective.

Keyword: Teachers' attitude, C.B.S.E. Affiliated School, Decision Making Process.

Introduction

An attitude is best defined as an enduring system of the cognitive component, the feeling component and the action tendency component, all of which centre round an object, person, event etc. The cognitive component relates to the emotions regarding the object of attitude, the feeling component relates to the emotions regarding the object of attitude, and the action tendency

component (also known as the behavioral component) relates to the action or behavioral readiness associated with the object of attitude. It is obvious from the above interpretation that an attitude has a well object of reference. The degree of a person's attitude may vary from favorable through neutral to unfavorable (Singh, 2010). The term "feeling" points to the differences between attitudes and detailed, rational, intellectual, cognitive mental

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processes. Attitudes are linked to the emotions, for pleasant and unpleasant associations as fear, rage, love, and all the learned variations in them play a part in attitudes. The phrase "for or against" expresses the directionality of attitudes, the fact that they are characterized by approaches or withdrawals, likes or dislikes, avoidant or adient tendencies, favorable or unfavourable reactions, loves or hates, as responses to stimuli (Rammens H.H.(1967)). The word "something" signifies that attitudes are not merely mental images or verbalized ideas, but take on meaning only when considered in relation to some specific or organized object, situation, or stimulus. Attitudes have so great effect on behavior that the attitude enables the prediction of other behavior. Or behavior may be so influenced by other forces that it will not follow the expressed attitude.

According to Koontz et. Al. (1988), decision making is the process of recognizing a problem or opportunity and finding a solution to it. It means to choose between available options or alternatives in order to achieve desired objectives and avoid negative unintended consequences. It is a continuous human process involving both individuals and social contexts. It is a logical process emphasized on sound judgment. The impact and scope of decision making processes either by a group of people or a single person in any organization affects the overall ethos of the organization. So, it is the case with the educational institutions.(Koontz,1988)

Decision making is considered to be the "heart of administration". It is the process through which administrations work to accomplish their tasks. It is making a choice of one from among two or more alternatives to achieve an objective. The power of an executive in the organization is defined in terms of the decision that he is allowed to make. In other words, it means power of an administration in any educational organization is a function of control over decision making process. Decision making process

has a cyclic nature. Decisions breed decisions. No decision is such as it settles for ever. Rather, the situation is that a decision once finalized, give rise to the need for a series of follow up decisions. Having implemented the decision, there is the need to evaluate the outcome of the decision implementation. The decision making is a four stage process. The four stages are becoming aware of the need for a decision , designing the situation, selecting an alternative and taking action or implementing the decision (Bhatnagar,R.P. And Agrawal,Vidya(1986)).

Stakeholders And Involvement In Decision Making Process

Success in education in the literal sense is possible only when all the stakeholders namely students, school, teachers and community are involved in the decision-making process. As per involvement of students, students are beneficiaries of education. Apart from making personal decisions pertaining to the outcome of their education as well as the content and method of education, learners also have to play the role of participants in collective decision making. There are issues in education where all the stakeholders should join in making decisions. For instance, when it comes to setting up infrastructure, collecting funds, making optimum use of the resources available etc, all the stakeholders can join hands in making collective decisions(Organizational Behavior,IGNOU).

An institution has several decisions to make with respect to the functioning of the organization. Institution should take into account the needs of all the stakeholders namely the students, the parents. The staff, the community and the nation. As the involvement of institutions, the institution has to decide the development of creative skills and self assertiveness of students. Thus, there are decisions that school has to make with respect to the education of the student. There is a major involvement of teachers in decision making process of schools. An

educational organization say a school plays significant role in setting the unmediated conditions within which teachers make decision. There is no end to the decisions that teachers are called upon to make in their day-to-day functioning as teachers. Although other stakeholders may be in the decision making processes, the ones who are mostly responsible for the implementation are the teachers. This is so because they are the ones who are trained for this purpose. Even when Decisions regarding the outcome of education are made, teachers' role is most important. They begin by studying their society, its present status with respect to various aspects of its culture. They study the pace with which it accepts changes and gets itself modernized. Teachers have to decide not only the outcome to education, but also the content of education as well as method of education. The outcome of education will genuinely point out what the content of education should be. It will show what knowledge, skills and dispositions learners need to build up for realizing the specified educational outcome.

Apart from making decisions pertaining to outcome and content of education, teachers have to make decisions about method of education, the ways in which any content could be taught. While making decisions regarding method of education, teachers must have some good reasons for believing that the same is an effective one. Involvement of communication has need to make optimum use of community resources for enhancing excellence. It is an important aspect of education today. Making optimum use of community resources for Enhancing excellence is an important aspect of education today. Administrators and Teachers need to decide and plan adequate strategies for exploiting the community Educational Management resources for enriching students in every possible way. A committed partnership among parents, industries and the community is a need of the day. Continuous improvement depends on teamwork.

Purpose , Research Objectives And Reviews Of Studies

Particularly in Indian situations Central Board of Secondary Education (C.B.S.E.) is a school board widely known, popular and effective throughout the country. It has teachers and administrators with sound knowledge and good democratic spirit. Therefore, the schools under C.B.S.E. board of education have a valid rationale for conducting the present study related to the process of decision making in schools. Stakeholders may be in the decision making process related to variety of school related issues. The ones who are mostly responsible for the implementation are the teachers. Even when the decision regarding the outcome of education are made, teachers' role is important. They examine the society as it is and then consider what it ought to be on the basis of the strongest evidence of which they are currently aware. They identify those characteristics that currently have to be preserved, modified and eliminated. They also examine from time to time the decision they made about the outcome of education by reassessing their decision in the light of additional evidence from reading, discussion and continued study. Effectiveness of any institution is conceived in terms of achievement of goals, development of its people, expansion/growth of institution, self renewal and impact on community. Teachers have to decide not only the outcome of education, but also the content of education, as well as method of education. It will show what knowledge, skill and dispositions learners need to build up for realizing the specified educational outcome. Teachers have to make decisions about method of education, the way in which any content could be taught. While making decisions regarding method of education, teachers must have some good reasons for believing that the same is an effective one. The effectiveness of methodology used depends upon the degree to which it is capable effectiveness of a certain strategy

requires a demonstration of the outcome it is capable of producing. Whatever the decision teachers take with respect to the content of education may be subjected to review regularly. This is true not only for the new decisions they make but also old ones which still influence effectiveness. The teachers also need to engage in rational dialogue among themselves and with others concerning the broad decisions which tend to limit the range of possibilities open to them. When decisions are taken with respect to a particular method, it does not necessarily imply that it is the best decision made. If it was good when the decision was made, changes in society may have now made it obsolete (Organizational behavior, IGNOU). The teachers also need to engage in rational dialogue among themselves and with others concerning the broad decisions which tend to limit the range of possibilities open to them. When decisions are taken with respect to a particular method, it does not necessarily imply that it is the best decision made. If it was good when the decision was made, changes in society may have now made it obsolete. We should not let our past decisions reasonably restrict us in our concerning the present and the future. This study reflects the status of participation of teachers in C.B.S.E. schools in Varanasi city. The findings, conclusions and implications will be useful for the school administrators monitor and improve the status of participation of teachers in the day to day decisions of schools. It will also aware teachers and educators for better participation to make school decisions more effective.

Objectives Of The Study

With the above need, purpose and the background, the research objectives which emerged before the researcher for this study have been framed as :

1. To find out the attitude of teachers of C.B.S.E schools regarding their participation in decision making process in schools.

2. To find out the attitude of C.B.S.E school teachers about their role and participation in decision making process in schools with respect to their personal variables such as :

- 2.1 Gender-(Male / Female),
- 2.2 Caste Category-(General and other caste category),
- 2.3 Designation-(Trained Graduate Teacher/Post Graduate Teacher)

Program developers need to consider the importance of a supportive environment on program implementation and attempt to incorporate models of successful school leadership and collaboration among teachers that foster a climate promoting cohesiveness, shared visions, and support. There is a recent study that teachers attitude in decision making process in B.H.U. schools of Varanasi city is favourable. The conclusion proves that there is no discrimination on the basis of gender, caste category and designation in decision making process in B.H.U. schools is same irrespective of their variables such as gender, caste category and designation. In spite of all these, as per my information there are not more recent studies in India regarding the direct topic on teachers' attitude regarding their participation in decision making process. There are a little review of literatures on the involvement of teachers in decision making process of schools. Teachers are the essential stakeholders of a school management. However, in actually, the most obvious decision makers in education are Principal, Headmaster, Director and Administrators. The teachers' level of in decision making process was low. It should be centralized and decisions are made in the schools with a lesser amount of input from teachers. There is a need of awareness as a teacher involvement in professional development of an institution.

ASSUMPTIONS AND HYPOTHESES :

Assumption :

For fulfillment of first objective following assumption was made:

Assumption 1:

Attitude of teachers towards their participation in decision making process in C.B.S.E. affiliated schools is positive.

RESEARCH HYPOTHESES:

For fulfillment of second objective following research hypothesis (HR) was framed:

HR1: Attitude of teachers towards their participation in decision making process in C.B.S.E. affiliated schools is same irrespective of their personal variables such as gender, caste category and designation.

For fulfillment of the above research hypothesis (HR1) following sub-hypotheses have been framed :

HR1.1: Attitude of male and female C.B.S.E. affiliated School Teachers towards their participation in decision making process varies.

HR1.2: Attitude of General and other (SC, ST and OBC) caste category of C.B.S.E. affiliated School Teachers towards their participation in decision making process varies.

HR1.3: Attitude of TGT and PGT C.B.S.E. affiliated School Teachers towards their participation in decision making process varies.

Research Method Of The Study

In order to achieve these aims, mixed research method will be used. Hence, quantitative as well as qualitative method has been used. Some form of statistical analysis is used to describe the result.

Population , Sample And Tools

The population for the study was defined as, all the teachers of three C.B.S.E. schools as Central Hindu Boys' School, Central Hindu Girl's School

and Kendriya Vidyalaya Sangathan (K.V.S.) (B.H.U.) in Varanasi city. Accordingly the teachers of these schools are constituted the population for this study.

Sample of one hundred forty four school teachers of C.B.S.E. schools as C.H.G.S., C.H.B.S. and K.V.S. in Varanasi city were chosen by simple random method of sampling. It includes teachers of different qualifications in different field of subjects, different designation and gender also.

This is mixed type research hence the tools like questionnaire namely "Questionnaire for Teachers' Participation in Decision Making Process in School" and rating scale namely "Questionnaire for Teachers' Participation in Decision Making Process in School" were developed by the researcher.

Statistical Method Used In The Study

In data analysis process, various methods of data analysis were used. These are frequency, percentage, mean, median, mode , standard deviation-test and t-test etc. to work out the findings. After finding the composite score of each teacher , mean and standard deviation of total scores were calculated. Standard Deviation to achieve second objective of the study were calculated. Finally, using the values of mean and standard deviation the student t-test was applied to test the significance of the difference between mean.

Analysis Of Data And Its Interpretation

Attitude of teachers of C.B.S.E. Schools regarding their participation in decision making process in schools :

The first objective of the study was concerned with the assessment of attitude of teachers of C.B.S.E. schools regarding their participation in decision making process in schools. In order to achieve this objective the following analysis was done:

After calculating the mean(120.97) and standard deviation(11.04) of scores of 93 school teachers of C.B.S.E. on scale to measure 'Attitude of teachers in decision making process of C.B.S.E. Schools'; all teachers were divided into three categories, namely Low Favourable Attitude (LFA), Average

Favourable Attitude(AFA) and High Favourable Attitude(HFA), on the basis of obtained scores, their calculated mean and Standard Deviation. Accordingly the following table 1 shows the number of teachers in each category along with range of marks and percentage of teachers in each category.

Table 1: Attitude of teachers of C.B.S.E. Schools regarding their participation in decision making process in schools

S.No.	Range of marks *	Category	No. of teachers(out of 94)	Percentage of teachers
1.	109-120	LFA	42	44.68%
2.	120-132	AFA	36	38.29%
3.	132-147	HFA	19	20.21%

Interpretation:

The above table 1 reflects that the mean of the total score is 120.97 and standard deviation of scores is 11.04. It reveals that the deviation among teachers' attitude is low. The above table(1) clearly shows that most of the C.B.S.E. School Teachers(44.68%) possess Low Favourable Attitude(LFA),

while(38.29%) C.B.S.E. school teachers are of Average Favourable Attitude(AFA), and (20.21%) C.B.S.E. school teachers have High Favourable Attitude(HFA) towards 'decision making process' (DMP) in their schools.

For ready reference pie diagram and bar chart based on table 1 has also been prepared and given in figure 1 and 2 below:

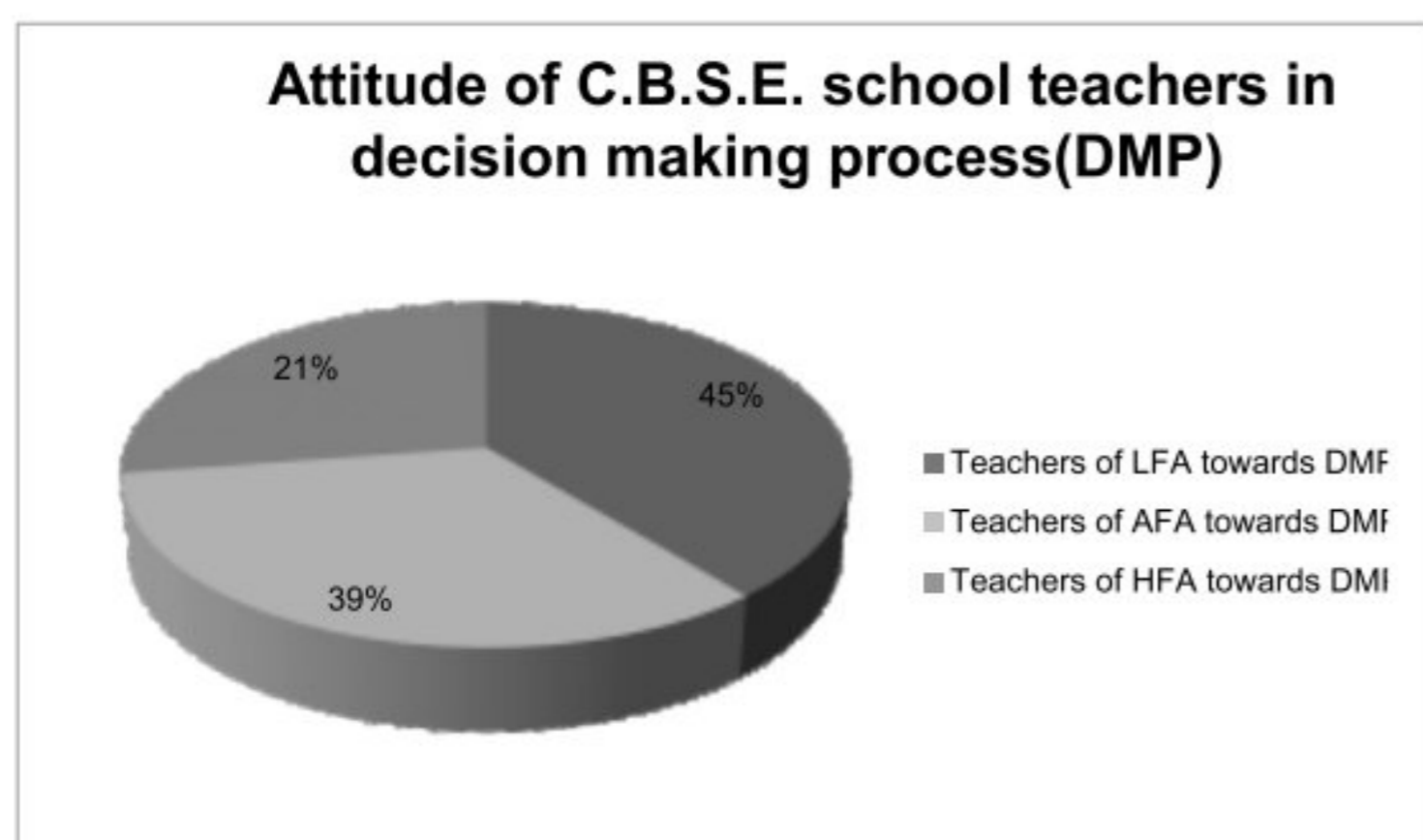


Fig No. 1 Pie Diagram

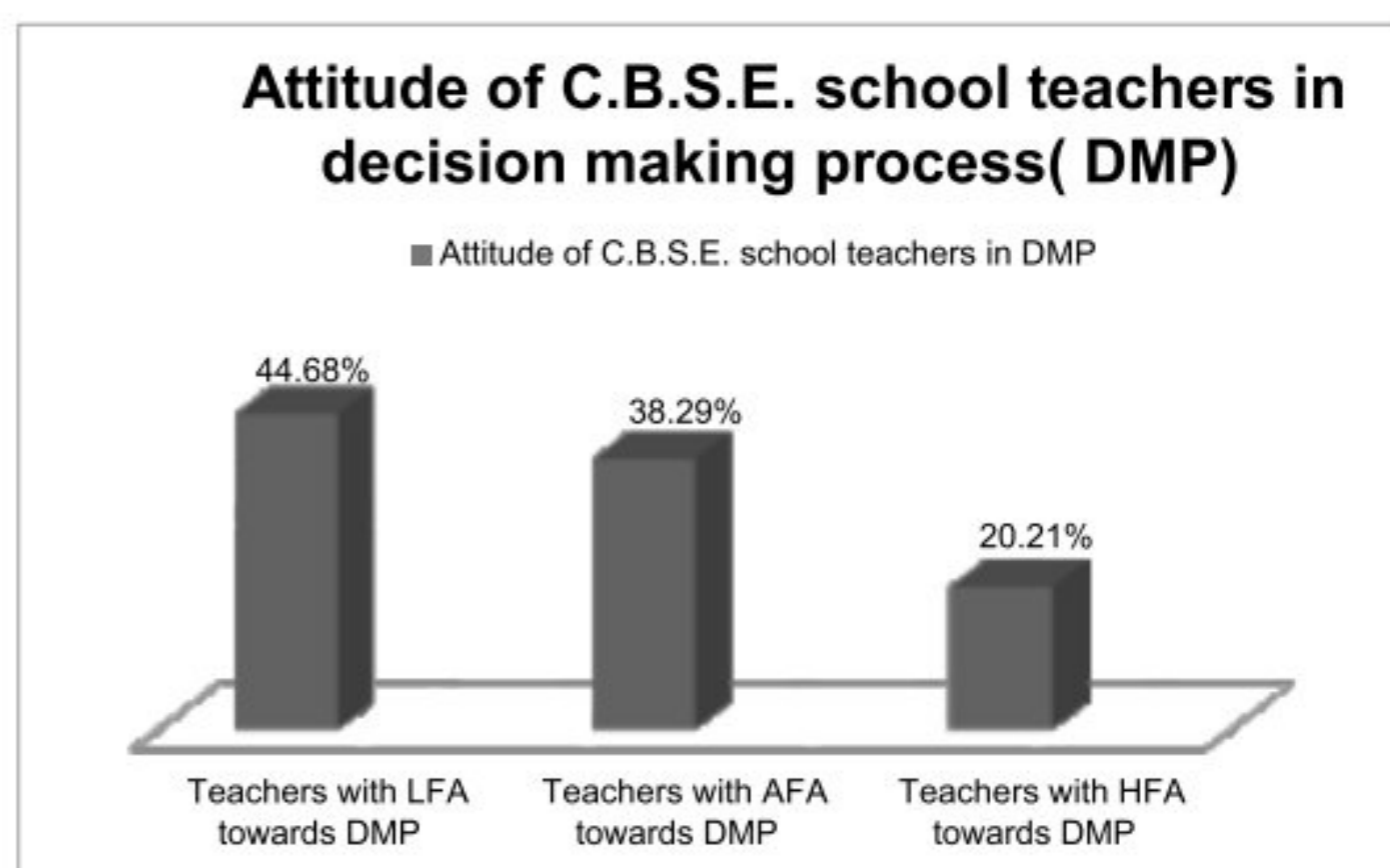


Fig No. 2 Bar diagram

2. Attitude of teachers towards their participation in decision making process in C.B.S.E. schools with respect to their personal variables :

The second objective of the study was concerned with studying the relationship between the attitude

of teachers towards their participation in decision making process in C.B.S.E schools with respect to their personal variables such as gender, caste category and designation. In other words, the objective was to study whether the attitude of teachers towards their participation in decision

making process in C.B.S.E schools is dependent on the above mentioned socio-personal variables or affected by these variables. The verification of these objectives was done by tabulating the calculated values of Mean, Standard Deviation for different groups. Then the teacher t-test was applied to test if the score on the attitude scale depend upon the above mentioned personal variables. Finally, the calculated and the table values were compared and significance was checked at 0.05 level of significance.

The analysed data has been tabulated and presented along with their interpretations. In order to maintain the brevity in presentation, the result of analysis have been presented hypothesis-wise corresponding to the second objective.

Gender	N	Mean	Standard Deviation	t- value
Female	51	122.54	11.59	1.54*

**Not Significant at 0.05 level*

Interpretation:

The above table 2 reflects that the calculated value of 't'(1.54) for attitude of C.B.S.E. School Teachers in DMP is less than the table value of 't'(1.99) at df 91 and 0.05 level of significance. Hence the above null hypothesis is accepted. This means that, "there is no significant difference between attitude of male and female C.B.S.E. school teachers towards their participation in decision making process". Hence, in other words the male and female teachers have similar attitude towards participation in DMP in C.B.S.E. Schools irrespective of their gender.

2.2 Caste-wise (General v/s SC,ST,OBC) attitude of C.B.S.E. School Teachers towards their participation in decision making process varies.

2.1 Gender-wise (Male v/s Female) Attitude of C.B.S.E. School Teachers towards their participation in decision making process in schools

In order to verify the research hypothesis HR 1.1 i.e. , 'The attitude of male and female C.B.S.E. School Teachers towards their participation in decision making process in schools varies' the related null hypothesis was framed as follows:

Ho 1.1: There is no significant difference in the attitude of male and female C.B.S.E. School Teachers towards their participation in decision making process in schools.

The result obtained related to the empirical verification has been shown below in table 2:

In order to verify the research hypothesis HR1.2 i.e. 'The attitude of General and other caste (SC,ST and OBC caste) category C.B.S.E. School Teachers towards their participation in decision making process in schools varies', the related null hypothesis was framed as follows:

Ho 1.2: There is no significant difference in the attitude of General and other caste (SC,ST and OBC) category C.B.S.E. School Teachers towards their participation in decision making process in schools.

The results obtained related to the empirical verification have been shown below in table 3:

Table 3 General caste v/s Other caste (SC,ST and OBC) category C.B.S.E. School Teachers towards their participation in decision making process(DMP) in schools

Caste	N	Mean	Standard Deviation	t- value
General	57	122.78	11.685	*2.14
Others(SC,ST&OBC)	36	118.11	9.26	

**Not significant at 0.05 level*

Interpretation:

The above table 3 reflects that the calculated value of 't'(2.14) for attitude of C.B.S.E. School Teachers in DMP with respect to their caste category is more than the table value of 't'(1.99) at the df 91 and 0.05 level of significance. Hence the above null hypothesis is rejected. This means that, "there is significant difference between attitude of general caste and other caste (ST,SC& OBC) category of C.B.S.E. School Teachers towards their participation in decision making process". Hence, in other words "the general caste and other caste (ST,SC& OBC) category of C.B.S.E. School Teachers have significant difference in their attitude towards participation in DMP in C.B.S.E. Schools irrespective of their caste category". As per the table 3 revealed that the general category has higher mean(122.78) than other caste category(118.11). So we can say that the influence of the general category

is more in C.B.S.E. School Teachers towards their participation in decision making process.

2.3 Designation-wise (Trained Graduate Teachers v/s Post Graduate Teachers) attitude of C.B.S.E. School teachers towards their participation in decision making process varies.

In order to verify the research hypothesis H R1.3 i.e. 'The attitude of Trained Graduate Teachers and Post Graduate Teachers of C.B.S.E. Schools towards their participation in decision making process varies', the related null hypothesis was framed as follows:

Ho1.3: There is no significant difference in the attitude of Trained Graduate Teachers and Post Graduate Teachers of C.B.S.E. Schools towards their participation in decision making process in schools.

The result obtained related to the empirical verification have been shown below in table 4:

Table 4. Trained Graduate Teachers v/s Post Graduate Teachers of C.B.S.E. Schools towards their participation in decision making process(DMP) in schools

Designation	N	Mean	Standard Deviation	t- value
Trained Graduate Teachers (TGT)	53	122.25	10.77	*0.95
Post Graduate Teachers(PGT)	40	120.01	11.27	

**Not significant at 0.05 level*

Interpretation:

The above table(4) reflects that the calculated value of 't' (0.95) for attitude of teachers of C.B.S.E. schools in DMP with respect to designation is less

than the table value of 't' (1.99) at the df 91 and 0.05 level of significance. Hence, the above null hypothesis is accepted. This means that, "there is no significant difference between attitude of TGT

and PGT teachers of C.B.S.E. Schools towards their participation in decision making process in schools". Hence , in other words "Attitude of C.B.S.E. School Teachers towards their participation in decision making process is same irrespective of their designation."

Conclusion

On the basis of the findings of the study given in implications have been drawn. In the present section, four conclusions along with their discussion have been presented. An effort has also been made to draw implications accordingly.

1. Majority of the C.B.S.E. School Teachers have Low Favourable Attitude (LFA) towards decision making process in their schools.

Majority of the C.B.S.E. School Teachers have Low Favourable Attitude (LFA) towards decision making process in their schools. The dimensions as gender discrimination, administration, involvement and participation of teachers, socio economical status and interpersonal relationship reflects positive and very reliable participation of C.B.S.E. School Teachers in decision making process in schools. But , the measures of C.B.S.E. School teachers participation in decision making process revealed quite low on the basis of designation ,discrimination, achievement and ownership dimensions. This means that schools did not provide teachers with enough opportunity to participate in decision-making though they did desired most. This entails that the decision-making process in the studied schools was not participatory to the highest desired extent. Their decisions are effected by ownership and designation. The efforts made by school management to influence teachers' actual involvement in decision-making was low and needs their further empowerment. There is need to enhance the participation of teachers in decision making process and find out the reliable reasons which affects this process internally and externally both.

2. The Attitude Of C.B.S.E. School Teachers towards Decision Making Process (DMP) is same irrespective of their gender.

The attitude of C.B.S.E. school teachers towards decision making process (DMP) is same irrespective of their gender . There is no difference of attitude in decision making process(DMP) between male and female . Both have the same favourable thoughts and opinions regarding gender involvement in DMP in schools. As per the dimension 'gender discrimination' reflects a higher number of teachers participation in decision making process in C.B.S.E. Schools without any discrimination. As male C.B.S.E. school teachers and female C.B.S.E. school teachers are having very less difference between their attitude towards DMP. This difference is not significant. They have same perspective towards DMP in C.B.S.E. schools. This spirit must be continued further.

3. Attitude of C.B.S.E. School Teachers towards their participation in Decision Making Process (DMP) is different irrespective of their caste category.

Attitude of C.B.S.E. School Teachers towards their participation in decision making process is different irrespective of their caste. There is need to give differential treatment to C.B.S.E. school teachers of different caste in order to develop more favourable attitude towards DMP. There should be similar treatment to all C.B.S.E. school teachers irrespective of their caste in order to develop a more positive attitude towards DMP. Teachers in both caste categories have the same favourable thoughts and opinions regarding caste and class involvement in DMP in schools. As per the dimension' caste and class involvement' reflects a higher number of teachers participation without any discrimination.

4. Attitude of C.B.S.E. School Teachers towards their participation in Decision Making Process (DMP) is same irrespective of their

Attitude of C.B.S.E. school teachers towards their participation in decision making process is same irrespective of their designation. There is no difference between TGT and PGT teachers' attitude in DMP in C.B.S.E. schools. They have a favourable attitude towards DMP irrespective of their designation and position. There is a mark of doubt as per individual participation of teachers on dimension 'designation' due to some negative responses on items by less number of TGT teachers. It presents a need to enhance involvement of TGT teachers in DMP in C.B.S.E. schools through increase in interaction and collaboration process among teachers.

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