



TEACHERS' PERCEPTION OF PRINCIPALS' INTERPERSONAL BEHAVIOUR AND ATTITUDE TOWARDS TEACHING PROFESSION

Adit Gupta,

Juhi Guptaⁱ

¹Professor,

MIER College of Education,
Jammu, India

²Research Scholar,

MIER College of Education,
Jammu, India

Abstract:

The present study attempts to study the principal-teacher interactions and teacher's attitude towards the teaching profession at different levels of appointment i.e. Primary Teacher (PRT), Trained Graduate Teacher (TGT) and Post Graduate Teacher (PGT) in selected schools of Jammu city. The sample consisted of 150 teachers (both females and males) from 10 private schools of Jammu city selected through random sampling. Principal Interaction Questionnaire (PIQ) was used for the purpose of this study along with the Attitude towards Teaching Profession Questionnaire developed by the researcher. Data analysis revealed that the teachers saw their principals as good leaders who gave clear directions and provided the necessary freedom to help them accomplish their work. The teachers also perceived their principals to be understanding of their situation and encouraged them in their profession. The results also showed that generally, teachers exhibited a positive attitude towards the teaching profession which means that teachers considered the teaching profession as an attractive and prestigious option as a career. Further, results showed that there were significant gender differences between female and male teachers in their interaction with the school principal. With regards to the level of appointment of teachers, it was observed that there were significant differences between PRT, TGT and PGT level teachers in their perceptions about their principal.

Keywords: principal-teacher interaction, attitude towards teaching, teaching profession, teachers' perceptions

ⁱ Correspondence: email adit@mier.in, juhimahajan27@gmail.com

1. Introduction

School principals' leadership has changed significantly over the span of the 20th century expanding to meet the increased pressures and demands of the job. The paradigm shift from school manager to school leader has forced next-generation school principals to create and maintain a delicate balance between managing effectively, leading instructionally, and developing all school stakeholders as collaborative partners and leaders in the learning process (Institute for Educational Leadership, 2000). The principal occupies an important position in the entire school system. As a leader, the principal establishes meaningful associations with the teachers and other staff members (Drake, 1992). As the school evolves, the relationship of the principal with the teachers also evolves and is a major contributing factor in improving the overall efficiency of the school system. The school principal should empower and build trust in the faculty rather than demand loyalty in order to be considered as an effective leader.

The relationship between the teachers and their principal can be polarizing at times. A principal by nature has to play numerous roles in order to effectively manage a school system. A principal can be supportive and encouraging in a situation and can also be demanding, disapproving and uncertain in other. Teachers must understand that the principal will fill whatever role they need to help a teacher grow and improve. A teacher must recognize the importance of building a trusting relationship with their principal. Trust building is a two-way process that needs to be developed over a period of time through merit-based actions and the teachers must make concerted efforts to earn their principals trust (Meador, 2017).

The study of the interaction between the principal and the teachers is very important because it has a great impact on the overall performance of the organization and influences the motivation of all the stakeholders in the school system. This line of research suggests that social interactions among educators are vital for productive learning climates, both in terms of student learning and professional development of teachers. The review of the previous research provides detailed information on the work done by different researchers, educators on the interaction between teachers and students, but studies on interpersonal behaviour between principals and teachers have been almost trivial. The information results obtained from the study can be of great help to the administrators in identifying the factors that contribute to creating an effective style that will increase their management skills and would be very useful for improving general administrations in schools. The results of this study could be useful for improving interpersonal behaviour between principal and teachers, as it would present clues through teacher's perceptions as to what kind of behaviour teachers like their principal to exhibit in the school, which may lead to the development of a positive school environment.

Being teachers ourselves, we were also interested in understanding whether there is any association between the principal-teacher interactions and teachers' attitude towards the teaching profession. Teachers usually join the profession with certain

assumptions and once they are on the job, it would be pertinent to assess whether their attitude towards the teaching profession remains positive or is affected by their interactions with the Principal.

2. Review of Literature

Fisher and Creswell's (1998) research on perceptions of school environments reveals that the principal's effect on the school environment is significant. This study of school environment compared teachers' actual and ideal perceptions of principals' interpersonal behaviour. The research describes the development and validation of an instrument to measure principals' interpersonal behaviour with their teaching staff. The Principal Interaction Questionnaire (PIQ) was developed based on the Questionnaire on Teacher Interaction (QTI), which was first devised in the Netherlands to assess eight facets of interpersonal behaviour, such as Leadership and Understanding. Secondly, the study reports profiles of mean scores obtained for teachers' perceptions of actual and ideal principals' interpersonal behaviour. The study showed that there were a number of significant differences between perceptions of actual and ideal interpersonal behaviour of principals.

Ang (2008) in her study reported the validation of both the Principal's Interaction Questionnaire (PIQ) and the Computer Attitude Scale (CAS) questionnaire in Singapore Primary schools. The study involved 476 teachers in seven governments and government aided Singapore Primary schools who responded to the 48-item PIQ and the 32-item CAS. This was the first ever study in Singapore using the PIQ instruments which assess eight scales of teacher perception of the school environment. Previous researches had confirmed the reliability and validity of the PIQ for use with secondary schools' teachers in Australia. The study showed that the dimensions of the PIQ were found to be significantly associated with teacher attitude scores and their individual characteristics such as gender, age, experience with teaching at a particular level and experience with ICT use.

Gupta and Fisher (2011) in their study reported the use of Questionnaire on Teacher Interaction (QTI) for assessing the students' perceptions of their teachers' interpersonal behaviour in a technology-supported science classroom environment in an Indian school. Data collected from 705 students showed that the QTI was a reliable and valid instrument for use at the secondary level. The study also reported on the significant gender differences and the positive associations between students' perceptions of their teachers' interpersonal behaviour with three learner outcomes i.e. their attitude towards science, academic efficacy and academic achievement.

Andronache, Bocos, Bocos and Macri (2014) conducted a study on attitudes towards teaching profession of the prospective teachers. The sample consisted of graduate students pursuing educational sciences. A correlational design was developed aiming at identifying the relationship between the components of attitude i.e. cognitive, affective and behavioural aspects. The data obtained showed that there was a significant

positive correlation between the cognitive and the affective dimension. The results also showed that there was no significant correlation between the size of the behavioural and cognitive dimensions and emotional dimension.

Deswal (2017) conducted a research on the attitude of pupil teachers towards teaching profession. The sample consisted of 150 prospective teachers from two districts of Haryana state who were selected by using random sampling. The results showed that a majority of pupil teachers had a positive attitude towards the teaching profession. There were no significant differences between mean scores of the attitudes of male and female pupil teachers towards teaching profession with respect to their educational streams.

Kousar (2018) conducted a research to assess the principal-teacher interactions in CBSE schools at the primary, middle and secondary level in selected schools of Jammu city. The Principal Interaction Questionnaire (PIQ) was used to assess the eight facets of interpersonal behaviour, such as leadership, understanding, aggression etc. The sample included 60 male and female teachers three primary, middle and secondary schools of Jammu city. The reliability and validity result showed that PIQ was a reliable and valid instrument for studying the principal-teacher interactions. Data analysis revealed that usually the teachers see their principal as an understanding person. Teachers have rated their principals in terms of having directive behaviour, encouraging behaviour, understanding behaviour, giving independence to teachers, uncertain behaviour, disapproving behaviour, aggressive behaviour and having strict/inflexible behaviour. Results showed that there were significant gender differences between male and female teachers in their interaction with the school principal. Significant differences have also been observed between the perceptions of various schools on all the PIQ scales.

2. Objectives of the Study

The objectives of this study were:

- 1) To assess the principal interpersonal behaviour based on perceptions of teachers.
- 2) To assess the attitude of teachers towards the teaching profession.
- 3) To investigate whether gender differences exist in teachers' perceptions of their principal's interpersonal behaviour and attitude towards teaching profession at different levels of appointment.
- 4) To investigate associations between teachers' perceptions of their principals' interpersonal behaviour and their attitude towards teaching profession.
- 5) To compare the teacher's perceptions about their principal interpersonal behaviour and their attitude towards the teaching profession based on their level of appointment.

2.1 Sample

In this study, the researcher attempted to assess teachers' perceptions of their principal interpersonal behaviour and attitude towards the teaching profession. The sample involved 150 teachers (male and female) from selected private schools in the city of

Jammu. The sample for the study comprised of both male and female teachers for investigating gender differences. Fifteen teachers from ten private schools were randomly selected based on their level of appointment, i.e., primary school teachers (PRT), qualified graduate teachers (TGT), postgraduate teachers (TGT).

3. Tools Used in the Study

Following research instruments have been used in the study:

A. Principal Interaction Questionnaire (PIQ) developed by Kremer-Hayon and Wubbels (1993) was used for the purpose of this study. The Principal Interaction Questionnaire (PIQ) was developed from the 48-items version of the Questionnaire on Teacher Interaction (QTI). The final version of the PIQ consists of six items for each of the eight scales of interpersonal behaviour. The responses for each item are in terms of Never, Rarely, Sometimes, Often and Always. The scale names are Directive Behaviour, Encouraging Behaviour, Understanding Behaviour, Giving Teachers Independence Behaviour, Uncertain Behaviour, Disapproving Behaviour, Aggressive Behaviour and Strict/ Inflexible Behaviour. There are two parts of the questionnaire i.e. Actual and Ideal form. The Actual Form relates to the principal's interaction with the teachers which they perceive at present and the Ideal Form reports on teachers' perceptions about their ideal Principal. The various scales of the PIQ and their brief description as used in this study are given in Table 1.

Table 1: Description of the Eight Scales in the Principal Interaction Questionnaire (PIQ)

Scale Name	Description of Associated Behaviour	Sample Item
Directive Behaviour	Notices what's happening, lead, organize, give orders, sets tasks, determines procedures, explains, hold attention, give directions.	This Principal gives clear directions.
Encouraging Behaviour	Assist, show interest, join, and behave in a friendly manner, able to make a joke, inspire confidence and trust.	This Principal takes a personal interest
Understanding Behaviour	Listen with interest, empathises, show confidence and understanding, accepts apologies, looks for ways to settle differences, be patient, be open with teachers.	If teachers have something to say, this Principal will listen.
Giving Teachers Independence Behaviour	Give teachers opportunity to work behaviour independently, allows teachers time for professional development, give freedom to choose teaching methods.	This Principal gives teachers the opportunity to develop their own courses.
Uncertain Behaviour	Keep a low profile, hesitant, timid, not sure what to do. Changes his/her mind.	This principal changes his/her mind.
Disapproving Behaviour	Think teachers are not giving their best, criticize, question, suspicious.	This Principal puts teachers down.
Aggressive Behaviour	Gets angry, look down on the teachers, expresses irritation, punish.	This Principal is impatient with the teachers at this school.

Strict Behaviour	Keeps rein tight, check, judge, strict adherence to rules and regulations, inflexible.	This Principal keeps a tight rein on teachers' activities at school.
------------------	--	--

B. Attitude towards Teaching Profession Questionnaire was developed by the researcher. It consists of 15 items. The questionnaire was based on the Test of Science Related Attitudes questionnaire developed by Fraser (1981). Responses for each item are noted as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. A brief description of the Attitude Scale is given in Table 2.

Table 2: Description of Attitude Towards Teaching Profession Scale

Scale	Description	Item
Attitude Towards Teaching Profession	The extent to which teachers are interested and attracted towards the teaching profession.	I feel attracted to people working as teachers.

4. Findings and Results

4.1 Validation of the PIQ

The teacher's version of the Principal Interaction Questionnaire (PIQ) was administered to 150 teachers at PRT, TGT and PGT levels from 10 private schools of Jammu city, to assess the teachers' perception of their interpersonal behaviour with their principal. In order to determine the reliability of the PIQ, the Cronbach alpha reliability coefficient was used as an index of scale internal consistency. A coefficient of 0.00 indicates a complete absence of a relationship, whereas 1.00 is the maximum possible coefficient that can be obtained (Fraenkel & Wallen, 2000). The Circumplex Model confirms the validity of PIQ for use with teachers in assessing their perceptions about their principal.

The statistical data for the PIQ is presented in Table 3. The alpha reliability coefficients for the different scales of PIQ range from 0.51 for the Disapproving scale to 0.81 for the Directive scale in the Actual form and between 0.58 for Understanding scale to 0.90 for Directive scale in the Ideal form. The reliability results of the PIQ were consistently above 0.50, which suggests that (PIQ) could be used as a reliable tool (De Vellis, 1991) for assessing the principal teacher interactions at PRT, TGT and PGT levels.

Table 3: Reliability (Cronbach Alpha) Coefficient for the PIQ

Scale Name	No. of Items	Alpha Reliability	
		Actual	Ideal
Directive	6	0.81	0.90
Encouraging	6	0.55	0.73
Understanding	6	0.54	0.58
Giving Independence	6	0.70	0.75
Uncertain	6	0.69	0.62
Disapproving	6	0.51	0.63
Aggressive	6	0.62	0.68
Strict	6	0.66	0.66

A further analysis was also carried out to explore the inter-scale correlations between the different scales of the PIQ. The PIQ is based on a circumplex model in which the scales are arranged to form a circular pattern of the eight dimensions of interpersonal behaviour, and they are expected to be correlated.

Table 4: Inter-Scale Correlations for the Principal Interaction Questionnaire (PIQ)

	DIR	ENC	UND	GI	UNC	DIS	AGG	STR
Directive (DIR)		0.60**	0.45**	0.37**	-0.47**	-0.18*	-0.40**	0.01
Encouraging (ENC)			0.37**	0.27**	0.36**	0.32**	-0.29**	-0.58
Understanding (UND)				0.58**	0.26**	-0.08	-0.29**	-0.29**
Giving Independence (GI)					-0.17	0.05	-0.37**	-0.12
Uncertain (UNC)						0.38**	0.40**	0.23**
Disapproving (DIS)							0.37**	0.35**
Aggressive (AGG)								0.23**
Strict (STR)								

**Significant at $p < 0.01$, *Significant at $p < 0.05$, $N = 15$

Table 4 illustrates the inter scale correlations between the eight scales of PIQ. It is evident from the table that most of the scales are positively correlated whereas some are negatively correlated with each other. Most of the scales are significantly correlated. This shows that scales of PIQ are generally in harmony with each other and will contribute to the study of perceptions of teachers about their school principals in private school of Jammu city.

Based on the data given in Table 4, Figure 1, illustrates the circumplex model, as it relates to the Directive scale.

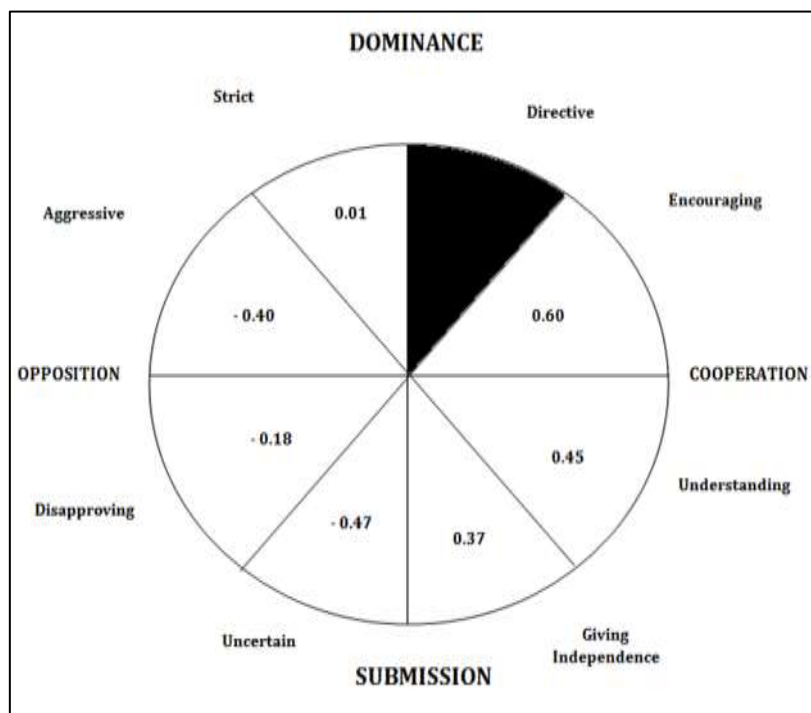


Figure 1: Correlation of Directive Scale with other PIQ scales showing the circumplex model

The Directive scale is highly correlated to its neighbouring scales, encouraging which has a correlation of 0.60. The correlation becomes lower with the next scale i.e. Understanding which has a correlation of 0.45. As the scales move further apart correlations with Uncertain and Disapproving also become negative with scores of -0.04 and -0.18. The maximum negative correlation is with the opposite scale of Uncertain. Generally, the findings in this study support the circumplex model of PIQ and hence validate it for use in assessing principal interpersonal behaviour.

4.2 Validation of Attitude Scale

To measure teacher's attitude towards the teaching profession, data was collected with the help of Attitude towards teaching profession scale. There were 15 items in this scale. The data on this scale was collected from a sample of 150 teachers in 10 private schools of Jammu city. The internal consistency reliability (Cronbach alpha coefficient) for the scale was computed with the individual as the unit of analysis. The results are shown in Table 5.

Table 5: Reliability Coefficient for Teachers Attitude Towards Teaching Profession Scale

Scale Name	No. of Items	Alpha Reliability
Attitude towards Teaching Profession	15	0.72

N=150

The reliability for the Attitude Towards Teaching Profession scale is 0.72. The reliability result of the scale was consistently above 0.50. This suggested that it could be used as a reliable tool (De Vellis, 1991) to study the teacher's attitude towards teaching profession.

4.3 Means and Standard Deviations of the PIQ

The data for the descriptive statistics concerning PIQ were collected from 150 teachers in 10 private schools of Jammu city at PRT, TGT and PGT levels. Item means and standard deviations were computed to assess interpersonal behaviour using the PIQ. The statistical significance of the difference between actual and ideal scores was calculated using t tests for correlated sample. The magnitudes of these actual-ideal differences were calculated using effect sizes (i.e. the number of standard deviations). The value of means and standard deviations are given in Table 6.

From Table 6, it has been seen that the mean scores of different scales of the PIQ ranged from 1.72 for the Aggressive scale to 4.66 for Directive scale in the Actual form which shows that teachers generally see their principals as good leaders most of the time and have also rated in terms of giving clear directions, giving freedom, understand and encouraging them. Also, the negative aspects of the principal-teacher interaction have been rated quite low by the teachers as principals seldom exhibit aggressive behaviour, are less uncertain and less disapproving and having strict/inflexible behaviour. The Standard deviation ranges from 0.58 for Directive Scale to 0.78 for the Strict Scale. Since the values of the Standard deviation are less than 1.00, it suggests that there is no major diversity in teachers' perceptions.

Table 6: Means, Standard Deviations (SD) and Significance of Difference between Means (t) for the PIQ

Scale Name	No. of Items	Mean		Standard Deviations		t	Effect Size
		Actual	Ideal	Actual	Ideal		
Directive	6	4.66	4.77	0.58	0.59	2.85**	0.19
Encouraging	6	4.19	4.55	0.60	0.60	7.21**	0.60
Understanding	6	3.59	3.75	0.62	0.78	2.79**	0.23
Giving Independence	6	4.07	4.28	0.66	0.69	4.29**	0.31
Uncertain	6	1.92	1.73	0.67	0.65	3.29**	0.29
Disapproving	6	2.31	2.26	0.59	0.74	0.86	0.07
Aggressive	6	1.72	1.54	0.62	0.62	3.76**	0.29
Strict	6	2.76	2.61	0.78	0.87	2.60**	0.18

** Significant at $p < 0.01$, * Significant at $p < 0.05$, $N = 150$

An examination of the mean scores in Table 6 shows that on the Ideal form of the PIQ the mean score ranged from 1.54 for the Aggressive scale to 4.77 for the Directive scale. This indicates that teachers usually want the principal to give clear directions, give them more freedom and understands them better, gives opportunities and acts confidently and to some extent they want less of uncertain, aggressive and strict behaviour. Figure 2 represents a sector profile depicting teachers' perceptions of the principal-teacher interpersonal behaviour in schools which was developed by plotting the mean scores of the eight scales of the PIQ. The sector profile reveals diagrammatically the degree to which teachers perceive each behavioural aspect exhibited by the principal as measured through the PIQ.

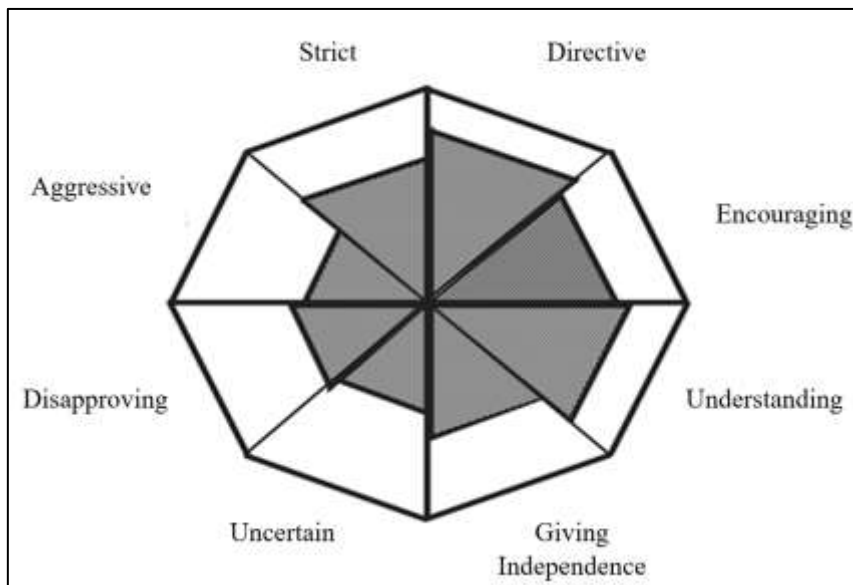


Figure 2: Sector Profile Diagram of Teachers' perception of their Principals' interpersonal behaviour in Actual Form

The results for the paired t-tests indicated that there is a significant difference ($p < 0.001$) between the actual and ideal means for all the scales except one i.e.

Disapproving scale which shows that teachers preferred that their principals show more directive behaviour, are more encouraging, more understanding while dealing with teachers in school, giving more freedom and opportunities and show aggressive and strict behaviour where it is necessary. Effect sizes were also computed using Cohen's d formula (1977) by dividing the difference between actual and preferred means by the pooled standard deviation. Effect sizes of 0.2 are considered by Cohen to be small effects, 0.5 as moderate effects and 0.8 as large effects. Table 6 shows that, for the eight scales of the PIQ, the value of Cohen's d ranges from 0.07 for the Disapproving Scale to 0.60 for the Encouraging scale, suggesting small to medium effects.

Although, all the scales of PIQ show a good response from the teachers, the main objective is to improve the principal-teacher interaction and the information from the teachers' perceptions of their preferred principal interpersonal behaviour give us vital clues towards the area that require our immediate focus for further improvement.

4.4 Mean and Standard Deviation for the Attitude towards Teaching Profession Scale

From the data collected for the attitude scale, the value of the mean for the Attitude toward teaching profession is 4.08 and standard deviation is 0.38 (Table 7).

Table 7: Mean and Standard Deviation for the Attitude Towards Teaching Profession Scale

Scale	No. of Items	Mean	Standard Deviation
Teacher Attitude	15	4.08	0.38

The high mean score points toward the fact that teachers exhibited a positive attitude towards teaching profession in private schools of Jammu city. The positive attitude helps teachers to develop a conducive environment in the classroom. This also shows that the teachers considered teaching profession as an attractive and prestigious option for work. They think that the teaching profession has a bright future and is a good way of serving humanity. The teachers felt that teaching profession is appropriate, productive, creative and a secure career for them.

4.5 Gender Differences

The third research objective was to investigate whether gender differences exist in teacher's perceptions of their principal's interpersonal behaviour and attitude towards teaching profession at different levels of schooling.

4.5.1 Gender Differences on Principal Interpersonal Behaviour in the Actual Form of PIQ

To investigate this aspect, data was collected from 150 teachers of 10 Private schools. In the present sample 150 teachers were taken from PRT, TGT and PGT levels and there were 110 females and 40 male teachers. The means and standard deviations for the two groups were computed followed by a test of significance of difference between means (t-test for independent samples), to find out if there were any gender differences on the

eight scales of the PIQ. In order to embellish the results of the t test, effect sizes were also computed using Cohen's d. The data obtained statistically are presented in Table 8.

Table 8: Gender Differences in Teachers' Perception of Principal Interpersonal behaviour as measured by the PIQ in the Actual Form

Scale	Gender	Mean	Standard Deviation	t	Effect Size
Directive	Females	4.66	0.60	0.23	0.04
	Males	4.68	0.52		
Encouraging	Females	4.15	0.63	1.36	0.27
	Males	4.30	0.49		
Understanding	Females	3.58	0.59	0.38	0.06
	Males	3.62	0.70		
Giving Independence	Females	4.07	0.67	0.10	0.02
	Males	4.08	0.66		
Uncertain	Females	1.93	0.73	0.25	0.05
	Males	1.90	0.49		
Disapproving	Females	2.37	0.64	2.11*	0.44
	Males	2.14	0.39		
Aggressive	Females	1.67	0.61	0.62	0.30
	Males	1.86	0.64		
Strict	Females	2.75	0.79	0.16	0.04
	Males	2.78	0.75		

Females N=110, Males N=40, * Significant at 0.05 Level

The Data analysis from Table 8 reveals that there are gender differences in teachers' perceptions of their interaction with the principal in private schools. The difference is between male and female teachers on the scale of Disapproving. The Disapproving scale is statistically significant at 0.05 levels with a t-value of 2.11. Thus, female teachers feel that principals show disapproving behaviour more towards them as compared to the male teachers. The principal also thinks that female teachers are not giving their best, they criticize them and are quick to correct female teachers who make a mistake. Also, female teachers think that principals get angry quickly, shows bad temper and show sarcastic behaviour towards them as compared to male teachers. The values of Cohen's d on all the scales of PIQ except Disapproving were very small.

4.5.2 Gender Differences on Attitude Towards Teaching Profession Scale

Gender differences on attitude toward teaching profession were also investigated. The means and standard deviations for the two groups were computed followed by a significance of difference between means (t-test) and effect sizes to find out whether gender differences exist in teacher's attitude towards teaching profession. The data are shown in Table 9.

Table 9: Difference between Means for
Gender Differences in Attitude towards Teaching Profession

Scale	Gender	N	Mean	Standard Deviation	t	Effect Size
Attitude towards Teaching Profession	Female	110	4.13	0.39	2.81**	0.52
	Male	40	3.94	0.31		

** Significant at $p < 0.01$, $N = 150$

From the data analysis it is evident that there are gender differences between female and male teachers in their attitude towards teaching profession at different levels in private schools of Jammu city. The difference was statistically significant with a t-value of 2.81 at 0.01 level and the effect size was moderate. The high mean value shows that female teachers have positive attitude towards teaching profession as compared to male teachers. Female teachers considered the teaching profession as prestigious, stimulating and an attractive career option that has a bright future and helps develop one's personality and character.

4.6 Association's Between PIQ and Teachers Attitude towards Teaching Profession

As outlined in research objective four of the study, it was to be investigated, whether there are any associations between teachers' perceptions of their principals' interpersonal behaviour and their attitude towards teaching profession. In order to carry out these investigations, simple and multiple correlation analyses along with the calculation of regression coefficients were done between the eight scales of PIQ in the Actual form and the Attitude Towards Teaching scale. The data thus obtained have been presented in Table 10. From the data, it can be seen that the simple correlation values with the attitude scale ranged from 0.00 for the Aggressive scale to 0.18 for the Giving Independence scale. Only one scale out of eight i.e. Giving Independence had a positive significant correlation with the attitude towards teaching profession, which shows that as more independence is given to teachers by their principal in their day to day work it affects their attitude towards the teaching profession in a positive manner.

The multiple correlation (R) between teachers' perceptions as measured by the different scales of the PIQ and the Attitude towards Teaching Profession (as seen in Table 10) is 0.27 at the individual level of analysis, which is not significant.

Table 10: Associations between the PIQ Scales and Teachers Attitude Towards Teaching in terms of Simple Correlation (r), and Standardized Regression Coefficient (β)

Scale Name	Teacher Attitude towards Teaching Profession	
	r	β
Directive	-0.01	0.02
Encouraging	-0.04	-0.03
Understanding	0.09	0.00
Giving Independence	0.18*	0.19
Uncertain	0.13	0.16
Disapproving	0.12	0.08
Aggressive	0.00	0.00

Strict	-0.05	-0.10
Multiple Correlation R= 0.27, R ² = 0.07		

*Significant at p<0.05, N= 150

The R² value in Table 10 indicates that 7 percent of the variance in the teachers 'attitude towards teaching profession can be attributed to the teachers' perception of principal interpersonal behaviour. Standardized regression values were calculated to provide information about the unique contribution of each PIQ scale to the Attitude towards teaching profession. The results of this investigation show that there are no significant associations between teacher's perceptions of their principals' interpersonal behaviour as measured using the PIQ and the attitude towards teaching profession. Thus, principals' interpersonal behaviour may not affect the development of a positive attitude towards teaching profession among the teachers.

4.7 Comparison of Teachers' Perception about Their Principals' Interpersonal Behaviour Based on Their Levels of Appointment

The fifth research objective of the study was to investigate the teacher's perceptions about their principal based on their level of appointment. The comparison was analysed by one-way analysis of variance (ANOVA). The teachers were appointed in schools at different levels i.e. PRT, TGT and PGT. The data is presented in Table 11.

Table 11: Means, Standard Deviations and F-value for Teacher's Perceptions about their Principal Interpersonal Behaviour Based on their Levels of Appointment

Scale	Levels	Mean	Standard Deviation	F	Tukey's HSD
Directive	PRT	4.70	0.54	1.35	NS
	TGT	4.74	0.55		
	PGT	4.56	0.64		
Encouraging	PRT	4.20	0.52	0.97	NS
	TGT	4.27	0.58		
	PGT	4.10	0.68		
Understanding	PRT	3.54	0.59	0.25	NS
	TGT	3.63	0.59		
	PGT	3.59	0.69		
Giving Independence	PRT	4.08	0.63	1.93	NS
	TGT	4.20	0.66		
	PGT	3.94	0.69		
Uncertain	PRT	1.80	0.61	1.98	NS
	TGT	1.90	0.67		
	PGT	2.06	0.71		
Disapproving	PRT	2.46	0.66	2.97*	In favour of PRT
	TGT	2.18	0.59		
	PGT	2.28	0.49		
Aggressive	PRT	1.68	0.54	2.65	NS
	TGT	1.60	0.56		
	PGT	1.88	0.72		
Strict	PRT	2.78	0.81	0.01	NS

	TGT	2.75	0.87		
	PGT	2.75	0.67		

*significant at $p < 0.05$, PRT=50, TGT=50, PGT=50

Out of the eight scales of the PIQ, there was a significant difference in the perceptions of the teachers on the principal's interpersonal behaviour on only one scale i.e. Disapproving behaviour. The F-value for the disapproving scale was 2.97 which was significant at 0.05 level. The Post-hoc test showed that the mean of PRT teachers' is greater than TGT and PGT teachers' which means that principals show more disapproving behaviour towards the PRT teachers as compared to the TGT or PGT teachers. This means that the principal thinks that PRT teachers are not giving their best in the classroom, criticizes them often and is quick to correct teachers who make mistakes.

4.8 Comparison of Teachers' Attitude towards Teaching Profession

For comparing the teachers based on their level of appointment for their attitude toward teaching profession, one-way ANOVA technique was used. The results are given in Table 12.

Table 12: Means, Standard Deviations and F-value
for Comparison of Teachers Attitude Towards Teaching Profession

Scale	Levels	Mean	Standard Deviation	F	Significance
Teacher Attitude	PRT	4.16	0.36	2.53	NS
	TGT	3.99	0.44		
	PGT	4.09	0.32		

NS- Not Significant, PRT=50, TGT=50, PGT=50

From the data analysis, it is evident that there are not significant differences in teachers' attitude toward teaching profession at the different levels of appointment in private schools of Jammu City. The PRT, TGT and PGT levels teachers perceived their attitude towards teaching profession in similar manner. Thus, the teachers of all the selected schools exhibit similar attitude towards teaching profession, thus signifying homogeneity in their attitude.

5. Discussion and Conclusion

The results of the present study in the context of research in the field of Principal-Teacher interactions and teachers' attitude towards teaching in schools of Jammu city are considerable mainly because it is one of the few studies to use the teacher version of Questionnaires on Principal Interaction (PIQ) at the PRT, TGT and PGT levels in India. The results have shown that PIQ can be considered a reliable and a valid tool. Thus, it indicates that PIQ can be used with confidence to study the principal teacher interactions in an Indian school environment. The study is significant because the outcomes can provide guidelines for principals to improve their interpersonal behaviour with their

teachers. The findings of this study in terms of principal-teacher interaction provides valuable feedback for the principals to look at how they can modify their behaviour towards teachers in the school and what areas they need to work on to make the school environment more effective. The result shows that there are significant gender differences in teachers' perceptions of their principal-teacher interactions in schools. The teachers also see their principals as giving directions most of the time and have also rated their principals in terms of showing encouraging and understanding behaviour towards them along with giving freedom to achieve their work-related goals. These results are similar to the ones reported by Fisher and Creswell (1998), Ang (2008) and Kousar (2018). The findings of this study are useful for improving the principal-teacher interactions as it would provide information regarding the kind of behaviour teachers like their principals to exhibit in schools which may lead to the development of a positive school environment.

Competing interests

The authors do not have any financial or non-financial competing interests. The paper is purely academic in nature and involves no financial considerations.

About the Authors

Prof. Adit Gupta is the Principal at the MIER College of Education, Jammu. He has a Ph.D. in the field of 'Learning Environments' from Curtin University, Perth, Australia and Master's degree in Psychology and Education. Dr. Gupta has over 24 years of teaching and professional experience at various levels. Recipient of the prestigious 'Endeavour Executive Award' of the Australian Government in the year 2009 for conducting research in his area of specialization, he has also been appointed as an 'Endeavour Awards Ambassador' for the year 2016 by the Australian Government and is also an 'Adjunct Research Fellow' at Curtin University, Australia. He is also an alumnus of the 'International Visitors Leadership Programme' (IVLP) of the US Government Psychosocial learning environments, Educational Technology, Educational Psychology, Educational Measurement and Evaluation, teacher and school education are his primary areas of research.

Ms. Juhi Gupta is a research scholar who has completed her MPhil in Education from the MIER college of Education, Jammu and is currently pursuing her doctoral thesis. She has over three years of research and teaching experience. Her areas of research are Learning Environments, School Education and Interpersonal behavioural analysis.

References

Andronacha, D., Bocos, M., Bocos, V., & Macri, C. (2014). Attitude towards teaching profession. *Procedia- Social and Behavioural Sciences*, 14, 628-632.

- Ang, K. H. A. (2008). *Teacher's perceptions of principal's interpersonal behaviour and its association with their attitudes and beliefs in the use of ICT in Singapore primary school environment*. (Doctoral dissertation, University of Curtin, 2008). Retrieved August 16, 2018 from http://link.library.curtin.edu.au/p?p=CUR_ALMA2199836090001951.
- Cohen, J. (1977). *Statistical power analysis for behavioral sciences* (revised ed.). New York: Academic Press.
- Deswal, Y. (2017). A study of attitude of pupil teachers towards teaching profession. *Bhartiyam International Journal of Education and Research*, 6(31), 23-29.
- De Vellis, R. F. (1991). *Scale development: Theory and application*. Newbury Park: Sage Publications.
- Drake, N. M. (1992). *The association between principal influence on teachers and student achievement* (Doctoral dissertation, Washington State University, 1992). UMIProQuest AAT 9321022.
- Fisher, D. & Cresswell, J. (1998). Actual and Ideal Principal Interpersonal Behaviour. *Learning Environments Research*, 1(2), 231-247.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. Boston, MA: McGraw-Hill.
- Fraser, B. J. (1981). *Test of Science-Related Attitudes: Handbook*. Melbourne, Australia: Australian Council for Educational Research.
- Gupta, A., & Fisher, D. (2011). Teacher student interaction in a technology supported classroom environment in relation to selected learner outcomes: An Indian Study. *MIER Journal of Educational Studies, Trends and Practices*, 1(1), 41-59.
- Institute for Educational Leadership (2000). *Leadership for student learning – Reinventing the principalship; A report of the task force on the principalship*. Washington, DC: Retrieved December 19, 2018 from <http://www.iel.org/programs/21st/reports/principal.pdf>
- Kremer-Hayon, L., & Wubbels, T. (1993). Supervisors' interpersonal behaviour and student teachers' satisfaction. In T. Wubbels & J. Levy (Eds.), *Do you know what you look like? Interpersonal relationships in education* (pp. 123-135). Oxford, England: Falmer Press/Taylor & Francis, Inc.
- Kousar, A. (2018). *A comparative study of the perceptions of teachers about their school principals in CBSE affiliated schools of Jammu city*. Unpublished M.Ed. Dissertation, University of Jammu, Jammu.
- Meador, D. (2018). *The Role of the Principal in Schools*. Retrieved December 2, 2018, from <https://www.thoughtco.com/role-of-principal-in-schools-3194583>.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).