

PROFESSIONAL ATTITUDE OF HEADS OF HIGHER EDUCATION INSTITUTIONS IN KHYBER PAKHTUNKHWA: A COMPARATIVE STUDY

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ABSTRACT

The overall purpose of this study was to investigate the professional attitude of the heads of higher education institutions in public and private sectors in Khyber Pakhtunkhwa. Objectives of the study were to: study the professional attitude of the heads of higher education institutions of public and private sectors and compare the professional attitude of the heads of higher education institutions of public and private sectors. Population of the study included all the principals and teachers of higher education institutions of both the sectors in Khyber Pakhtunkhwa, Pakistan. 40 principals (20 Public and 20 Private), 80 teachers (40 Public, 40 Private) were taken as sample of the study. The sample was taken from district Bannu, Kohat, Peshawar and Lakki Marwat. Researcher personally visited and administered the questionnaires to the principals and teachers respectively. To achieve the objectives of the study two questionnaires A & B were developed: Questionnaire A for principals and B for teachers containing 10 items, (01-10). Data was collected, tabulated, analyzed and interpreted by using Mean, Standard Deviation and T-Test.

Keywords: Attitude, Public, Private, Heads, Sectors

INTRODUCTION

Oxford Advanced Learners' Dictionary defines attitude as a way of thinking of somebody towards somebody or something or behaving towards somebody or something. Attitudes can be defined as evaluations of things, issues or people. These evaluations are taken on the basis of the affective, behavioural and cognitive information (commonly known as "ABCs" of attitudes). The affective component consists of the emotions of a person which exerts its influence on the stimulus. This is related to the positive or negative evaluations. The behavioural component of attitudes views the reaction of an individual towards the stimulus. The ideas on an individual related to the typical attitudes and their facts, knowledge and beliefs form the cognitive component. One thing must be remembered in this regard that the affective, behavioral and cognitive components of attitudes can not be too much consistent with one another so to give due attention to these components is very necessary. These always contain thinking, feeling and behavioral components. Attitudes as per their thinking functions are very complicated but very easy and simple in their evaluation (Crites, Fabrigar & Petty, 1994). Attitudes can be viewed as enduring systems of positive or negative evaluations, emotional feelings and action tendencies with respect to an individual's social world (Krech, Crutchfield & Ballachey, 1962).

REVIEW OF RELATED LITERATURE

“Attitudes are stated as enduring systems of positive or negative evaluations, emotional findings and action tendencies with respect to an individual’s social world” (Krech, Crutchfield & Ballachey, 1962).

“Attitudes can also be defined as mental status that are developed through experience, which are always ready to apply an active influence on an individual’s response to any condition and circumstance that the attitudes are directed towards” (Allport, 1935).

“An important aspect of attitudes shows concerns to decision making and behaviour. Attitudes make an endeavor to quickly access relevant information and related attitudes because they provide important links among pieces of information that is held in memory” (Judd, Drake, Downing, Krosnick, 1991).

“Attitudes enable people to make decisions very quickly because they provide suitable and relevant information for making better choices” (Sanbonmatsu & Fazio, 1990).

Attitudes are also termed as the intellectual status which is attained by experiences. These result to put a vivid influence on the response of a person in different positions and situations toward. Attitudes may be positive or negative but it is to be clear that their role is just like a filter. For example an attitude towards safety can predispose the individual to react in a certain way to dangerous conditions at work. An individual is willing to choose that information only which in his ideas is related to his attitudes and does not give attention to that information which is not in favor of him. The expression of an opinion amounts to an interpretation of what has been observed after filtering it through the medium of attitudes (Allport, 1935).

Personality and socialization are two important variables in the formation of attitudes. Personality is taken in terms of introversion or extroversion is narrated to create a character that is favorable or unfavorable to the acceptance of attitudes. Introverts are more subjected to socializing influence and are more horizontal to accept the values of society than extroverts. Extroverts in return tend to be under- socialized (Eysenck, 1970). It is stated that the authoritarian personality is likely to display attitudes in respect to superiority and hostility towards inferiors. This is an inclination to be thoughtful, with an inclination to project that is not acceptable to impulses on to others. It is also recommended that highly authoritarian individuals are those who have been exposed to harsh and threatening discipline in their early life at home, and it is also observed that they keep an attitude of hidden hostility towards their parents (Adorno, Frenkel- Brunswick, Levinson & Sanford, 1953).

RESEARCH METHODOLOGY

Population

The population of the study comprised all the principals and teachers of Higher Education Institutions of Public and Private sectors in Khyber Pakhtunkhwa.

Delimitation of the Study

The study was delimited to four districts of Khyber Pakhtunkhwa which were Bannu, Kohat, Peshawar, and Lakki Marwat.

Sample

Out of the above-stated population category-wise sample was drawn using stratified random sampling technique.

1. Twenty colleges from public sector and twenty colleges from private sector were randomly selected as the sample of the study.
2. All the heads of the sampled public and private colleges were included in the study.
3. Two teachers from each selected public and private college were taken at random for the sample.

RESEARCH INSTRUMENTS

Two Questionnaires (one for principals of higher education institution and other for teachers of higher education institutions) were used as research instruments for data collection.

RESULTS AND DISCUSSIONS

It was found that most of the public and some private heads believe that they are to attain educational goals and motivate teachers to attain the objectives of education. Public sector heads performed these duties better as an educational expert.

It was revealed that those heads who participate in training workshops on educational leadership can handle the organizational problems effectively. Principals of the public sector were more successful in this aspect than private sector principals because they demonstrated appropriate attitude by participating in training workshops on educational leadership.

It was found that most of the public and some private heads stress that the educational leadership training program is necessary for the professional development of principals. Public sector heads exhibited more positive response towards this statement than private sector principals.

CONCLUSIONS

In the light of statistical analysis of the study, the following conclusions of the study were drawn:

The results of the study disclose that the attitude of public sector principals to advocate that principal should have a higher degree in educational leadership was more appropriate than private sector principals.

The results of the study reveal that the attitude of public sector principals to believe that educational leader is to attain organizational goals was more convenient than private sector principals.

The results of the study brought to light that the attitude of public sector principals regarding having a wish to have more professionally trained teachers in college was more appropriate than private sector principals.

The results of the study reveal that the attitude of public sector principals to like to participate in leadership training programs as a participant was more appropriate than private sector principals.

The results of the study reveal that the attitude of public sector principals towards convincing community leaders to support vision and mission of college was more appropriate than private sector principals.

RECOMMENDATIONS

In the light of conclusions of the study, following recommendations were made.

1. It had been viewed that the attitude of public sector principals was very appropriate and positive regarding their organizational commitments and tasks as compared to private sector principals. It is recommended that private principals should also demonstrate positive attitude regarding their organizational responsibilities and towards the accomplishment of tasks.
2. It was disclosed in the study that majority of the principals of public sector and some principals of private sector believe that they are to attain educational goals and motivate teachers to attain the objectives of education. Public sector heads performed these duties better as an educational expert. It is therefore recommended that principals of private sector should also show positive attitude towards these so that the functions of the organization may run effectively.
3. It was highlighted in the study that majority of the principals of public sector and very few principals of private sector demonstrated appropriate attitude by participating in training workshops on educational leadership. It is therefore recommended that private sector principals should also show positive response to participate in the training workshops on leadership.

Administration and Board of Governors of the colleges should announce incentives to motivate heads to attend workshops on leadership.

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