

TEACHER AUTONOMY AMONG ARTS AND SCIENCE COLLEGE TEACHERS OF MALABAR

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DECLARATION

I, SUBALAKSHMI R., do hereby declare that this dissertation
TEACHER AUTONOMY AMONG ARTS AND SCIENCE
COLLEGE TEACHERS OF MALABAR has not been submitted by
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CERTIFICATE

I, Dr. M.P. HASSAN KOYA, do hereby declare that this dissertation **TEACHER AUTONOMY AMONG ARTS AND SCIENCE COLLEGE TEACHERS OF MALABAR** is a record of bonafide study and research carried out by **SUBALAKSHMI. R**, under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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INTRODUCTION

- *Need and significance of the study*
- *Statement of the problem*
- *Operational Definition of key terms*
- *Objectives of the study*
- *Methodology*
- *Scope and Limitations of the study*
- *Organization of the report*

The developments of the entire nation depend upon the knowledgeable and good citizen, the knowledgeable and good citizen are emerged by quality education provided by that nation. The scarcity of teacher depends to the degree of autonomy provided to them through autonomous provided in their profession. Hence the teachers are the destiny of all nations in the world. The teachers are the overall defender of education. It is important that teachers sound is the driving force for educational improvement and development. Particularly the present situation teacher faces many challenges, issues and conflicting pressures. Hence teachers balance their own individual professional values against their responsibilities to the organization in which they work. National Curriculum Framework (NCF, 2005), and Right to Education Act (RTE, 2009) are the basic improvement in achieving universalisation of elementary and secondary education of all children in general schools that adopting behaviourist to constructivist pedagogy. In single classroom possessed minimum twenty students, a common teaching strategy for all students would obviously not work in such a situation. A teacher requires to follows distinct, teaching techniques, and curricula to handle students need. NCF 2005 suggests that teacher's autonomy is essential to promote leaner autonomy and to address student's needs. Teacher Autonomy mean professional independence provided to the teachers It emphasised that teacher need space, flexibility, respect and freedom. Related to this concept of autonomy it is essential to promote the accountability of the teachers. The concept of Teacher Autonomy regards about it is the professional independence of teachers in schools , colleges of Arts and science colleges , prospective teachers ,

especially the degree to which they can make independence decisions about what methods or teaching strategies the teacher teach to students and how they teach it. In the current year, teacher autonomy has become a major discussion, conversation, and international debates in all over the world education, Mostly on the basis of educational policies, arguments, authority, responsiveness, creativity, professionalism, or effectiveness of teachers hers.

Teacher is the resource and experts in curriculum, evaluation, assessment and pedagogy. This should be realized and valid through increased Teacher Autonomy in curriculum development, assessment and pedagogy. Wales, (2011). Said about teacher autonomy that teachers are given essential freedom in the classroom to take decisions about teaching and learning that should be welcome by all. NCF-2005 brings a paradigm shift in the teaching- learning process, by placing an emphasis on constructivist approach, which gives lots of autonomy to the learners in deciding their own learning process. However, it must be realised that the development of learner's autonomy is not separate from the development of teacher's autonomy.

In India, The 'autonomy of teachers' generally unquestioning and controvert inherent in the institutional context. The teachers work such restrain of time, class strength, and syllabus, curriculum, examination and evaluation procedure demands by the institution. The top management pressure to make the results stress lies heavily on teachers in an environment that provide no support to the teacher to know these challenges autonomously and unimaginatively. The dominant of management in the teachers workplace and official perceptions, which make silent rote practices

in the trust that will make the student pass in all examination and provide no scope for promoting different desire in method of teaching in transformative learning by the students. The institutional environment of the teacher's workplace and teacher's different method of practice during interaction with the students and no implicit involvement of management make the development of teacher autonomy.

Teaching is also a role of regulating profession as well as , teachers frequently enhance their practice by the flexible environment provided by the management give sufficient accountability to the teachers to developing leadership qualities through their responsibilities such avenues are not given autonomously to mentor to handle to assessing their own learning needs and developing annual professional growth plans , participating in professional development activities at the schools , colleges by an board , critical issues , sharing ideas among colleagues , activities ,presenting seminars , workshops , organizing fieldtrip , mentoring press ; writing curriculum ; training given in refresher courses sponsored by U.G.C , in-service courses stimulate the teacher autonomy in high level .

Needs and Significance

The report of the international Bilinguals conference held of Mumbai(2011) says that, in India about Teacher autonomy kurrien's says that the learner autonomy cannot be accomplished unless and until issues of teacher autonomy is addressed . The importance of teacher autonomy makes the teachers to develop far beyond self directed professional development among teachers in school level and college level. (Cotterall & Crabbe, 1999). Says that "The independent teacher strive to empower

the students in adolescent period by their self – directing strategies ,empower students knowledge , promote teamwork , make a good decision about their students welfare and stimulate the students confidence level”. Little(1995). Prescribed that “The autonomous teacher enjoy with different variety of the work they do ; working with head of the management regards the events belongs to that institution ; If the teachers have a lot of autonomy they glad that the work , they do with people, students , peers and helpful to their institution and reduced their stress and satisfied with their professional job” .Naylor(2011). Says that “ The best position of teacher autonomy provide decision about a student education , regarding to this it make a best avenues in choosing institutional strategies , designing lessons, and providing academic support, teacher-evaluation procedure make a positive teacher” . Multi task of teacher includes playing role in different committees leading discussion, organizing programs, curricular and co-curricular extension activities etc. In all this content the teacher has to make much decision through collaboration decision making capacities and functional autonomy plays a significant role a teacher with high degree of autonomy can lead to discussion effectively and he/she can organise programmes effectively. Through collaborations with various agents the teacher autonomy is now in questions. By media and other public bodies the teacher in self-financing colleges are make under pressure to make academic and other decision . On the contrary government and aid college system provide more academic freedom to teachers. However there is a need to investigate the degree of autonomy among the different aspect of teacher under different situation.

Teacher autonomy has a direct link to students learning. But we also need to respond quickly. The barriers to teaching include, the nature of those taught, the qualification, competencies required, the salaries paid, the autonomy teachers once possessed in practice but their exclusion from input into educational policy. The lack of control of professional growth of teachers makes the problem of the teacher status. Ramos(2006). Says that “ The teacher have a rights to expose their own ideas as a input if there is any issues created by the teacher or any conflicts between students and teacher it totally affect the teacher job they are being suspended from job”. Iida(2009).The need to support Teacher Autonomy among the teachers, is essential and, a few have been described here, ‘ autonomy is a basic need of human and an imperative in teaching, in the global context teacher and learner autonomy are interconnected that is seeking of student’s autonomy is meaningless without teacher autonomy. Institutions are emotionally- charged spaces where students find their place and where teachers must exercise judgement’. Tort-Moloney (1997), “ In all the types of institutions, students interact with their shifting world, and teachers are instrumental in guiding them through their learning and life changes. To guide and to teach in such places, teacher judgement is crucial and, to exercise judgement, teachers need enough autonomy within the requirements of the ethic and law”. The ability of citizens to exercise judgement is crucial to maintaining democracy. Schools play an important role in helping students apply their judgement to function as autonomous thinkers in democratic society, freedom of control over professional action is required, need for personal and professional development of teachers, teacher autonomy involves interdependence, not working in isolation, building autonomy requires teachers to move from ‘private’ to ‘public’ spaces.

The concept of Teacher Autonomy is not well explore, Teacher Autonomy has not yet been much discussed in direct studies, only a limited studies has conducted about professional teaching, job satisfaction, teachers stress burnout in the Indian context. The direct studies about Teacher Autonomy is conducted in international level regarding to school teachers, primary and secondary level teachers a few studies conducted in prospective teachers. Very few studies discussed about Arts and Science College teachers. But Teacher Autonomy is significant in current global context, autonomy is much dispute in Unaided Colleges due to managerial involvement, when compare to Government, Aided Colleges. Due to the limited studies, issues, challenges and argument prompted the investigator to take up the present study.

Statement of the problem

The present study has been entitled as “Teacher Autonomy among Arts and Science College teachers of Malabar”.

Definition of key terms

The definition of key terms is given below.

Teacher Autonomy

“Teacher Autonomy is not independence or isolation rather it involves teachers’ interdependence, responsibility, mutual support, professional discretion, and commitment to the educational community” (Wilches, 2007).

Arts and Science College Teachers

The teachers engaged in teaching with Arts and Science College students of undergraduate and postgraduate level were considered as Arts and Science College teachers.

Objectives

The objectives of the study are the following.

- To find out the level of teacher autonomy in Arts and Science College teachers in Malabar.
- To know whether there is any significant difference in the level of Arts and Science College teachers regarding to Teacher Autonomy in following subsamples.
 - i. Gender.
 - ii. Types of Management.
 - iii. Types of Teachers.
 - iv. Locale.

Hypotheses

- The level of teacher autonomy among Arts and Science college teacher is not highly independent.
- There will be significant difference in the level of teacher autonomy among Arts and Science college teacher in following dimension.

- i. Gender.
- ii. Types of Management.
- iii. Types of Teachers.
- iv. Locale.

Methodology

The present study designed to know the level of teachers in arts and Science College regarding teacher autonomy.

Method

The investigator proposed to use survey method for collecting data.

Sample

The study was conducted on a sample of 350 Arts and Science College teachers of Malabar. Belongs to Kozhikode, Malappuram and Pallakkad District.

Instrument used

The investigator prepared a scale regarding various components of Teacher Autonomy.

The tool used is Teacher Autonomy Scale was developed by investigator with the help of supervising Teacher (Suba Lakshmi & Koya,2017)

Variable of the study

The present study contain single variable ‘Teacher Autonomy’ Along with following classifications variable

- i. Gender.
- ii. Types of Management.
- iii. Types of Teachers.
- iv. Locale.

Preliminary analysis such as mean, median, mode, standard deviation, Skewness and Kurtosis of the variables of Teacher Autonomy among Arts and Science college teachers was calculated separately for each sample. Test of significance of difference between mean score of large independent sample, percentage analysis and analysis of variance were also calculated.

Scope and Limitation

The current study collected the data from the teacher of Arts and Science college teachers regarding to ‘ Teacher Autonomy ’ The sample was collected under 350 Arts and science college teachers from different district of Malabar under related component independence of professional work , Job satisfaction , Teacher motivation , Teacher accountability , Teacher empowerment , stress and burnout , decision making etc .Under the characteristics of Gender , Locality , Types of Management , subject of specialization , Types of Teachers .

The present study is a major issue to find out Teacher Autonomy among Arts and science college teachers in Malabar. This study help to realise the level of

Teacher Autonomy issues and challenges faced by Arts and Science College teachers in a better way. This study aims that ,the finding world help the Administrative person, in Aided , Unaided and Government officials to understand the faculties problems and give measure to promote autonomous in their working place , teaching strategies to improving their sincere and effectiveness in their work . To investigate this study, the investigator developed Teacher Autonomy scale to measure the level of Teacher Autonomy in Arts and science college teachers. The investigator expects that the result of the study provide details regarding to Teacher Autonomy among Arts and Science college teachers of Malabar.

Besides the present study describe briefly about the scope of Teacher Autonomy with maximum. The investigator likes to specify the limitation in the study. The present study faced following limitations.

Due to teachers as a sample the investigator face a problem during data collection. Most of the teachers are not willing to respond the respond sheet. Availability of teachers is also one of the major limitations. When compare to Government College the investigator to face difficult to get permission from the aided and private college principals.

The investigator spends three or four days to return back the respond sheet from single college teachers. Since the investigator couldn't covered all over Kerala, only three district from Kerala state. Some of the guest lecturers were restricted to support the investigator during the time of data collections.

Organization of the Report

The report of the study categorized in following chapter given below

Chapter 1 - This chapter expose the details of introduction of the Teacher Autonomy, Need and Significance of the problem, Definition of key terms, Objectives, Hypotheses, Methodology, Scope and limitations of Study.

Chapter 2 - This chapter mentions the conceptual overview, theoretical framework of Teacher Autonomy and studies related to teacher autonomy.

Chapter 3 - This chapter elaborates the methodology used for the study and the instruments and techniques used for the analysis of the study.

Chapter 4 - This chapter describes the statistical analysis of the data, preliminary analysis, and percentile analysis t-test, ANOVA, results and conclusion.

Chapter 5 - This chapter discuss with summary, findings, conclusion, educational implication, and suggestion for further research.

REVIEW OF RELATED LITERATURE

- *Conceptual framework of Teacher Autonomy*
- *Review of related studies.*

REVIEW OF RELATED LITERATURE

Review of literature helps the researcher to dig the root theory of the related study. Literature reviews clarify our ideas and develop our methodology finally it enhances and ensures our knowledge base and helps us to integrate our findings with the existing body of knowledge. The investigator refers to a review related to Teacher Autonomy of teachers of school teachers, college teachers. The review of literature related to the study were classified under two headlines

The review of literature is detailed under following headings.

- Conceptual framework of Teacher Autonomy.
- Studies related to Teacher Autonomy.

Conceptual framework of Teacher Autonomy

The theoretical framework of 'Teacher Autonomy' started from reviewing the literature related to the concept. The view eye focus narrows to teacher autonomy particularly and a range of conceptualisations are summarised. The autonomy determined the position of individual to support and create positive effect on self-motivation and well-being of the individuals and society. According to the word 'Autonomy' it is a basic of human need and ability to act independently. Beside in practical autonomy are critical to construct. It is the biggest challenge and issues in current global context. However in educational field autonomy is most appropriate for teachers to act autonomously.

NCERT (2014), prescribed,” the origin of Autonomy has been one of the central concerns of philosophers since ancient times. The concept first came into prominence in ancient Greece and was derived from the Greek words ‘auto’ (self) and ‘nomos’ (rule or law), meaning one who gives oneself their own laws”. Kant (2013) who was first time speaks about concept of autonomy which came into philosophical prominence by strongly influenced by the writing of Jean Jacques Rousseau. By the concept ‘Moral theory’ of Kant’s rational human will based on the position of autonomous. To achieving autonomy one can make himself free from outer circumstance that influences them. Autonomous person have their own power and freedom .It was gained momentum after the formulation of the New Educational Policy by the government of India in the year 1986. Freud 1925/1961 (as cited in Moomaw (2005) concluded that autonomy occurs at the anal stage of psychosexual development which begins in the 2nd year of life. He asserted that methods of toilet training used and parental attitudes toward children during this stage of development have a profound impact on later adult characteristics. Barenboim (1954) and Erikson (1963) also recognize the importance of developing autonomy in the early years. A child’s autonomy cannot develop adequately if the child’s parents foster dependence. Both Maslow (1954) and Loevinge (1976) include the development of autonomy in their developmental hierarchies, at the self- actualization stage and the autonomous stage, respectively. Wolff (1970) asserts that an autonomous person is not subject to the will of others. “He may do what another tells him but not because he has been told to do it. He is, therefore, in the political sense of the word, free”.

Teacher Autonomy

Teacher autonomy has been described on colonial times itself. Since work autonomy relates to teachers. In the middle 1600s the Law passing in colonial New England transferred the responsibility of education from the family to community. In this period the community had to select teachers who are interested to educating its youth. The teachers handle their school house performance in single handed the performance of teachers are monitored by lay board. Although the appearance of curriculum in the early 20th century somewhat limited the autonomy of teachers. There are many views about autonomy of a teacher. Some perceive it as a means for principle to avoid their duties. Willner (1990) identifies” an older concept of teacher autonomy, based on independence through isolationism and alienation, and a newer concept of teacher autonomy, based on collaborative decision making and the freedom to make prescriptive professional choice concerning the services rendered to students”. Willner also prescribed that all the teachers do not seek autonomy in equal tenacity. They always wishing to get work from anyone, and they need guidance from head of the management and inspector. The teachers who have great personality prefer not making decisions on critical issues, but give solution what to do.

The Kothari Commission on Education (1966) report that ‘The proper sphere of university autonomy lies in the selection of the students, the appointment promotion of teachers and the determination of courses of study, methods of teaching and the selection of areas and problems of research.’” National Policy on Education (1986) prescribed in its ninth chapter about ‘The Teacher’ the status of

the teacher reflect the traditional cultural echoes of our society; it is said that no people can rise above the level of its teachers. The government and community should endeavour to create conditions, which will help motivate and inspire teachers on constructive and creative line. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community". UGC (2013) During the eleventh plan period (2007-2012) modifies that "It is essential to get the staff of the college involved in the thinking and planning processes from the very beginning seminars, workshops and consultations may be organised to make the staffs familiar with the concept, objectives and rationale of autonomy. This could form part of the academic calendar of the college. Tort-Moloney (1997), defines the "Autonomous Teacher as one who is aware of why, when, where, and how pedagogical skills can be acquired in the self – conscious awareness of teaching practice itself". Faculty Development Programme (FDP) 2015 says that aims at equipping teachers with skills and knowledge to promote the professional development and to foster a climate for innovation in teaching and learning. 'Teacher Autonomy is perceived to affect teacher's perception of their professional status and job satisfaction' (Bogler, 2001) Daily News and Analysis (2017) published the issues about UGC that DU teachers oppose new UGC regulations on granting autonomy. Delhi university teachers today criticized the UGC for coming up with regulations that aimed at "privatising" higher education and appealed to the teacher's community to oppose the move.

Teacher Autonomy: Components of the frame-work.

Teacher Autonomy comprises the following components.

- a) Independence in professional work.
- b) Job – satisfaction.
- c) Stress and burnout of teachers.
- d) Teacher motivation.
- e) Teacher accountability.
- f) Teacher empowerment.
- g) Decision making

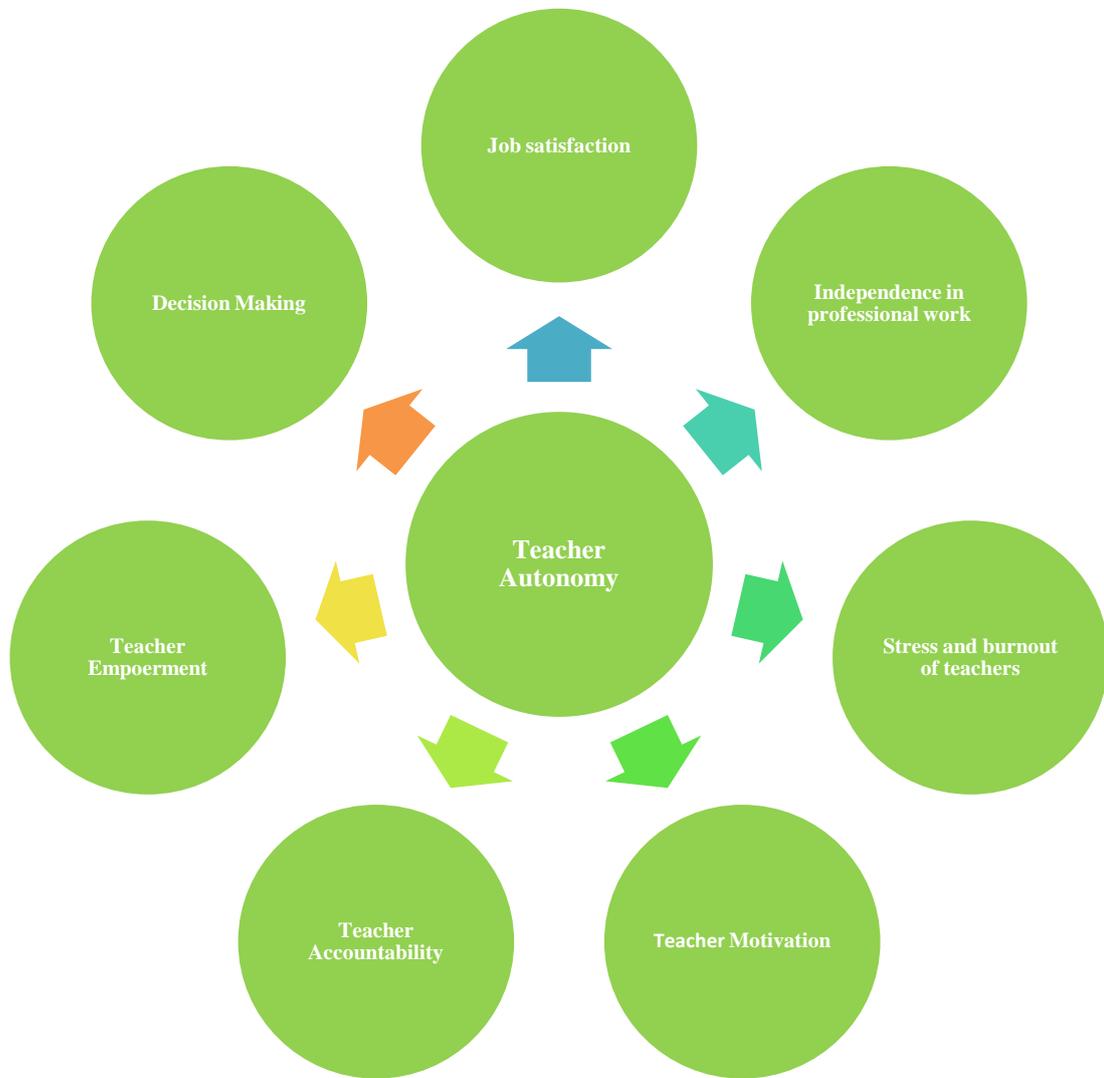


Figure: 1 Pictorial representation of Teacher Autonomy

Independence in Professional Work

In all field, the professional workers experiences the independence and autonomy, these were the reasons and key point in providing Job satisfaction for their workers. Promoting autonomy in the work place can cause a transformation of the work experience that leading to best performance. Even though in the teaching profession, teachers have an opportunity to engage in professional education and training and also needed independence to follow his/her own teaching strategies in classroom. In Katz view, professional would be the special knowledge that an individual have a greater measure. Mayer (1973) propagate that “The professional gains autonomy largely because of his extensive knowledge in special area”. Authority means the teacher make decision related with management and educational issues. Teachers should involve in such as curriculum, discipline, and hiring practices. Hence teachers appeared to have limited authority.

Job satisfaction

The status of teacher increased through job satisfaction that made to improved by enhancing the pay and allowance of teachers. Payment should be providing to all the level of teachers such as guest teachers and permanent teachers depending up on their educational qualification. Singh, Kaur and Singh (2015) say that “Job satisfaction refers to the feeling and the emotional aspects of the individual’s experience towards his job as different form his intellectual aspects. A person with a high level of job satisfaction holds positive attitude towards their job;

a person who is dissatisfaction with his/her holds negative attitude towards the job.

Job satisfaction links an individual to their organization.

Stress and burnout of teachers

Tort-Maloney, emphasis that stress makes the teacher ability to hold learning of teaching and on the appropriate reflection on teaching – learning as well as on teaching itself. According to Kyriacou (1989), Teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression, and nervousness, resulting from aspects of their work as teachers. Teacher burnout refers to a state of mental, emotional and attitudinal. Gardner and Leak (1994) as cited in (Anusiem , Okoiye, & Emmanuel (2015), conceptualized teaching anxiety as anxiety experienced in relation to teaching activities that involves the preparation and execution of classroom activities. Most of the private institution teachers contain frustration multiple role and task associated with teachers respectively; low salary could result to the experience of occupational stress.

Teacher Accountability

Teacher Accountability is a big issue possessed as a debate. It is mostly related to make teachers responsibility for the quality of their teaching. Heim propagated that teachers have multidimensional accountabilities; like the concept involving responsibilities, authorities, evaluation, parental involvement, society , organization they have works and control. Teachers are set to high level of standards in all the aspects of their live-at home, work and in service to their profession. In the

case of teacher accountability there are various types of functioning these are described by (Levitt, Janta & Werich) in 2008.

Teacher Motivation

Teacher motivation play as a rear cases among teachers it has roots in both the personal and social dimension of education. In the social dimension, it allows individuals to work together in analysing social situations. So teacher need a responsible positions and independence in the field they have worked. Positive motivation makes teacher highly attached with their institution which they worked. Negative motivation creates a problematic and lack of sincere in their devotion, the dignity of teachers also reduced.

Teacher Empowerment

Research shows that self-directed professional Development has positive effects on the professional development of teachers including enhancement in professional competence and motivation to generate changes in the institutional environment. It is important to note that evaluation has to be internal and should be an integral part of teaching and learning. The teacher has the intellectual assumption to assess the student's evaluation. Hence teachers should step-up and empowered to integrate in all decision making authority in education.

Decision making

Teachers required play alternative roles in taking decision and implementation of curriculum. The empirical evidence in this area shows that

teachers' engagement with curricular innovations varies from one teacher to another and is strongly influenced, among other factors, by cultural traditions, external factors, and teachers' beliefs about teaching and learning that may affect the avenue they lead, accept, or reject new instructional ideas. The arguments that support providing autonomy to the teachers are,

Basic human need

Naylor, (2011). "It is argued that the basic needs of all people are to feel competent, experience autonomy and relate well and positively to other human beings. People need some level of autonomy in their life and work in order to improve the chances of experiencing positive mental health"

Interconnected with Learner autonomy

NCF-2005 supports development of students' autonomy as an important goal of education, which is related to teachers' autonomy, since one gives meaning to the other. Learners' autonomy is more likely to flourish in an environment that supports teacher autonomy. Developing independence, autonomy, and self-control in students is impossible if the teachers have no autonomy in their work aiming to build autonomy in others while having little control over their teaching creates a paradox that most students quickly notice, and this makes the encouragement of student's autonomy meaningless for teachers and students alike.

Freedom of control

Teachers are not technicians who implement other people's decisions. Teachers are 'professionals', capable to deciding for themselves. But in reality, they are the 'victims' of received ideas. Education needs a paradigm shift that need freedom of choice in thought and action of teachers.

Essential for professional development

An autonomous teacher seeks out opportunities over the course of their career to develop further. When a teacher is dominated by authorities or forced to do allotted tasks, their efficacy is reduced and they frequently react with resistance, resentment, and a loss of energy.

Involves mutuality

Teacher Autonomy necessarily involves interdependence and not complete isolation from educational communities or just individualism. Total independence is not autonomy. An autonomous teacher is self determined, socially responsible and critically aware participant with vision of personal empowerment and social transformation.

Move from 'private' to 'public' spaces

Public spaces or place are those in which teachers are engaged in some form of peer discourse, or where teachers make their approaches more public, perhaps through presentations. Moving into more public space represents one part of the responsibility that accompanies autonomy. The responsibility to engage in discourse

about practice in way that teacher judgement can be shared and discussed with peers and others in public spaces; these are the encouragement needed to teachers for promoting Teacher Autonomy in managements.

Studies related to Teacher Autonomy

Berry (2012), experiment a study on, Teacher's professional autonomy in England: are neo-liberal approaches incontestable? 22 teachers are selected as a sample, 50 semi-structured interviews. The study revealed that there are clear implications given for teacher's education at initial and post-qualification level.

Chengfu, wang and zhang (2016) point out the topic; Teacher autonomy support reduces adolescence anxiety and depression. 236 Samples collected were adolescence. The findings of the study say that to demonstrate the significant effect of teacher autonomy support a reducing adolescence anxiety.

Jungert and Koestner (2015) conducted a study on Science adjustment, parental and teacher autonomy support and the cognitive orientation of science students. Teachers' autonomy support and systemizing were significantly positively related to motivation, self – efficiency and achievement over time, while parental support for autonomy was not directly related to out comers. Finally, two significant interaction effects showed that the relations of parental autonomy support to motivation and self-efficiency was moderated by systemizing.

Kumar (2005) investigate a study on, Teacher commitment and teachers self concept as correlates of job satisfaction. The major findings of the study was male

teachers are superior in teacher commitment and female teachers are superior in self-concept and job satisfaction.

Moomaw (2005), conducted a study on, Teacher_ Perceived Autonomy: A construct validation of the Teacher Autonomy Scale. The purpose of this study was to verify an existing 2-factor structure of the Teacher Autonomy scale. The study revealed that the replication study of the Teacher Autonomy scale supported the original factor of general teaching autonomy and curriculum autonomy.

Mohan and Perras (2011) investigate that Curriculum: Implementation and teacher participation. The finding also revealed that classroom management skills were needed by the educators to implement the curriculum effectively. The professional growth of a teacher, overall improvement of the school, curriculum excellence was the results of teacher participation in a curriculum.

Sujitha conducted a study on the topic job stress among Teachers in arts and science colleges-A study in Kanyakumari District. The main objectives of the paper is to know about the stressors of the job stress among college teachers and to know the personal factors and level of stress in the teachers and give valuable suggestions to overcome job stress.

Pheko and Mosothwane and Pilane (2015) conducted a study on a topic, Factors associated with teacher burnout in some Gaborone secondary schools in Botswana. The study revealed that there are a number of factors that contribute to teacher burnout such as poor working conditions, unmanageable class size, and poor inadequate teaching facilities.

Parker (2015) conducted a study on, Teacher Autonomy. The study narrows to teacher autonomy specifically and a range of conceptualisations are summarised. The study aims to raise teachers' awareness of important issues, as well as highlight the need for future empirical research.

Rao and Kumari (2016) conducted a study on, Factors affecting job satisfaction of secondary school teachers. The aim of the study was to find out the influence of gender on job satisfaction of secondary school teachers. The sample used was 500 teachers working in different secondary schools of the coastal district of Andhra Pradesh and Visakhapatnam. The tool used for the study was questionnaire, the study revealed that there is significant difference between the job satisfaction of male and female teachers working in secondary schools and those male teachers were better satisfied with their job as compared to the female teachers.

Joseph (2016) conducted the study on, Professional Ethics among school Teachers. The study aims to find out the level of professional ethics among school teachers. The sample selected were 500 teachers, the tools used for the study was 500 teachers, the tools used for the study was Professional Ethics Questionnaire. The study revealed that level of professional ethics among school teachers is moderate.

Amanulla (2016) experiment a study on, Relationship between Social Sensitivity and Professional Development of Higher Secondary School teachers in Kerala. The objectives of the study were to find out whether there is any significant difference in the mean score of social sensitivity. The sample was 500 higher secondary school teachers. The tools used for the study was Teachers social sensitivity scale and Questionnaire of professional Development. The study revealed

that a positive correlation between social sensitivity and professional development of higher secondary school teachers. If the teachers have high level of social sensitivity the professional development behaviour will be increased.

Sam and Kumari (2015) conducted a study on, Job satisfaction of teacher-educators. The major objectives of the study were to find out the job satisfaction of teacher educators. The sample selected for the study was 300 teacher educators working in different colleges of education in Kanayakumari, Tirunelveli, and Thoothukudi district of Tamilnadu state. The tools used for data were job satisfaction scale. The study revealed that teacher educator has high job satisfaction. It was also found that sex, subject and type of college have no influence on the job satisfaction teacher educators.

Borah (2015) investigates a study on, Job Satisfaction of the college teachers: A comparative study. The major objectives of the study were to measure the level of job satisfaction of college teachers in Assam. The sample selected for the study was 100 teachers from 10 colleges. The tools used for the study was Teacher's job satisfaction scale. The findings of the study were suggested that both pre-service and in-service training of teachers should be made compulsory and mandatory.

Chandramma (2015) conducted a study on, a study of attitude of secondary school teachers towards Teaching Profession. The aim of the study was to study the influence of management on the attitude of secondary school teachers toward teaching profession. The sample for the study was 300 secondary school teachers in Andhra Pradesh. The tools used for the study was Self-mode questionnaire. The

study revealed that teaching experience, sex and management highly influenced the attitude of secondary school teachers towards teaching profession.

Anand and Mckenney (2015), experiment a study on, the professional development needs: early childhood teachers in public child care centers. The findings of the study were there is weak enactment of ECE in most of the centre.

Aruna and Amanulla (2014) investigate a study on, Professional development in relation to teacher accountability. The findings of the study were there is some sort of positive relationship between professional development and teacher accountability.

Bhardwaj (2014) conduct a study on a topic Burnout among secondary school teachers. The study revealed that teachers with less teaching experience and non regular teachers exhibit high level of depersonalization in relation on their counterpart.

Thushara (2013) conducted a on, Professional ethics among secondary school teachers: an analysis. Selected samples are 210 secondary teachers, questionnaire was used as a tools. The study revealed that most of the teachers have average level of professional ethics.

Shiny (2013) investigate the topic Professional ethics among higher secondary school teachers. The study selects 300 teachers as a sample. Findings of the study were the higher secondary teachers possess average level of professional ethics.

Goswami and Gupta (2012) conducted a research of topic, Promoting professionalism among teacher educators. The study concluded that it is necessary that teacher educator's education should be given a new orientation and improved qualitatively and adjusted properly with the demands of the present study.

Richard, (2012) conduct a study on the topic Teacher stress and coping strategies: National snapshot. The study focuses on U.S teachers and the sources of teacher stress, manifestations of stress and suggested coping strategies. The study revealed that teacher's nationwide are highly stressed, with California teacher at the top of the list.

Kusum (2011), conducted a study on a topic, Effect of organisational role ego-strength and self-actualization on burnout among secondary school teachers of Delhi. The major findings of the study were: majority of the secondary school teachers are experiencing more stress on role ambiguity and role expectation conflict and teachers are experiencing low stress on resource inadequacy.

Ishack (2011) investigate the topic, Gainful employment of higher secondary school teachers in Kerala. 390 samples selected for the study, the findings tell that only six percentages of teachers have high level of Gainful employment.

Deepthi (2010), investigate a study on, the study of factors leading to teacher burnout and its effects in schools: Working towards progressivist ideology of education. The study revealed to find the problem of teacher stress and burnout and suggested the ways to deal with the problem of teacher burnout and to make the educational system work to the optimum level efficiency.

Kyriacou (2010) a study conducted on the topic, Teacher stress: Directions for future research. The paper reviews research findings on teacher stress and suggests the directions for future research. Monitoring the particular educational reforms is generating high levels of teacher stress.

Sharma (2009) conducted a study on, Exploring continuing professional of teachers in the context of monitoring programmes in schools. The study investigated the aspect of continuing professional development of school teachers. And discuss some educational implications.

Kumar (2009) experiment a study on, Procrastination tendencies among teachers of Kerala. The study revealed that there is significant difference in the mean scores of procrastination among the teachers having qualification degree

Manjusha (2008) conduct a study on, Influence of teaching styles and organisational culture on teacher efficacy of secondary school teachers. The findings of the study revealed that there is no significant difference between unaided and government teachers in their teaching styles.

Deepthi (2008) conducted a study on job satisfaction in relation to school environment of primary school teachers of Kozhikode. The findings tells that the primary school teacher differ in their job satisfaction. School environment has a significant position impact on job satisfaction of teachers

Sini (2008) investigate a study on, Emotional competence as a correlate of occupational stress among teachers of higher secondary schools. Conclusion of the

study tells that there is a significant relationship exists between emotional competence and occupational stress among teachers of higher secondary school.

Kyriacou, (2006) conduct reviews studies on Teacher stress and burnout. This study indicates that this topic is now of major international concern. The study has led to a much clearer understanding of teacher stress. This study revealed that understanding can foster the reduction of stress.

Aneesh (2005) conducted a study on the topic, Teacher stress and stress copying skills of primary school teachers in Kerala. The study revealed that not much significant difference in the extent and nature of relationship between different categories of teachers on teacher stress and stress copying skill.

Hameed (2003) conducted a study on topic stress and burnout of secondary school teachers of Kerala. The objectives of the study was to findout the extent of relationship between stress and burnout of secondary school teachers the tools used for the study was burnout assessment scale and questionnairee. The findings of the study shows that, stress a teacher experienced on the job would be a cause of burnout

Conclusion

This chapter attempt to describe the elaborate theory of Teacher Autonomy in detail. By referring the related studies the investigator find limited studies were conducted related to college teachers. No any specified studies conducted related to Arts and Science College Teachers. Most of the studies conducted in other nations about Teacher Autonomy. The studies in India focus on stress of teachers, teacher

profession, and job satisfaction respectively. Most of the studies were among school teachers. Therefore the investigator concludes that the findings of the study will be helpful for future researcher who is interested in this topic Teacher Autonomy among Arts and Science College Teachers. Thus the present study aims to measure the level of Teacher Autonomy among Arts and Science College Teachers in Malabar.

METHODOLOGY

- *Design*
- *Variables*
- *Objectives*
- *Hypotheses*
- *Participants*
- *Instruments*
- *Data collection procedure*
- *Scoring of Data*
- *Statistical techniques used*

METHODOLOGY

Methodology is the method or technique followed in a systematic, theoretical analysis of the technique applied in the field of education .It incorporates the theoretical analysis of techniques and principles associated with a branch of knowledge. Beside it accumulate the concept such paradigm, theoretical model, phases and qualitative of quantitative techniques.

In education research methodology is the process used to called information and data for the purpose of making decisions and to be successful in their research. The research methodology is the process give an avenue to the researcher to select the method regarding to their studies.

In the present study the investigator adopted survey method for the purpose of obtaining descriptive data which people can provide from their experiences .This chapter prescribed a detail about instruments, sample for collecting data, objectives , formulation of hypothesis under the following heading respectively ,

- Research Design
- Variables
- Objectives
- Hypotheses
- Instruments
- Participants
- Data collection procedure

- Scoring and consolidation of data
- Statistical techniques used

Research Design

Survey method is used for the present study.

Variables

The present study contain with single variable ‘Teacher Autonomy ‘Along with following classificatory

- Gender.
- Locale.
- Types of Management.
- Types of Teachers.

Objectives

1. To find out the level of Teacher Autonomy among Arts and Science college teachers in Malabar.
2. To know whether there is any significant difference in the level of teachers in Arts and Science teachers regarding to Teacher Autonomy in following subsamples
 - Gender.
 - Locale.
 - Types of Management.
 - Types of Teachers.

Hypotheses

1. The level of Teacher Autonomy among Arts and Science college teachers is not in highly independent.
2. There will be significant difference in the level of Teacher Autonomy among Arts and Science college teachers in following dimension.
 - Gender.
 - Locale.
 - Types of Management.
 - Types of Teachers

Participants

Population under the study is Arts and Science College teachers of Malabar. A sample of 380 Arts and Science College teachers of Kozhikode, Malappuram and Palakkad Districts were collected for the study.

Instruments

Choosing a perfect instrument is important to lead a successful research work. Perfect instrument is a backbone to accomplish a research work. A wide variety of data collection procedures are there but in the present study suitable instrument is selected by the investigator to find the Teacher Autonomy in Arts and Science college teachers. For the collection of data the investigator used two parts in the instrument.

- General data sheet.
- Scale of Teacher Autonomy.

General data sheet

Personal details are gathered in General data sheet such as the individual teachers Gender, Age, Name, Subject, Name of the college, Type of teachers. The General data sheets are set by the investigator to collection of data.

Teacher Autonomy Scale (Subalakhmi and Koya, 2017)

The best suitable instrument selected by the investigator is ‘Scale’ for Teacher Autonomy. For survey method the suitable instrument matched is rating scale to measure the Teacher Autonomy of college Teachers.

The Scale consists of statements with meaningful current opinion, challenges, issues faced by the Arts and Science college teachers related to the present study. These are prepared by the following subtopics.

i) Independence in Professional work

Teaching is almost unique among professions but it may be lacking by some organization. Teaching is respectable profession that can drive forwards, helping to put it on an equal footing with other high status professions such as medicine and law. Teacher professionalism increased by the movement to upgrade the status, training and work condition of teachers should be independent to promote the learner autonomy. The autonomous teacher find the problem, where it arouse based on the students activities , by incorporating the autonomy of professional work of teacher helpful to develop the self regulating attitude among adolescence and moulded by the teachers.

Example – I facilitate student-student and student-teacher interaction.

Job – Satisfaction

Franklin (2011) prescribed that “Teacher Autonomy is important as a medium through which the teacher can obtain work satisfaction”. According to the teachers working condition, it is recommended that in order to ensure a high level of job satisfaction and there is a need to enhance their salary. Insufficient time to complete their syllabus, and lack of infrastructure facilities make dissatisfaction among teachers. When compare to private and aided colleges Government college teacher face difficulties by the lack of lab facilities.

Example_ I am satisfied with present salary system.

Stress and burnout of teachers

The teacher stress and burnout is the present issues that raised today’s professional occupation of teachers. The classroom situation, society, family and personal life of the teacher makes suffer and leads to stress ad burnout and it becomes sometimes mental health of teachers to illness. Teacher burnout stems from the inability to adequately cope with stresses of work and personal lives. The student’s responsibilities, the inability of managing the students, the lack unbalance between parents and institution over work burden leads to stress and mental illness among teachers it causes leaving the job. In fact, work related stress is found to be a major cause of occupational ill health in the educational field. The peer pressure, low salary with unbeatable work powerless in the job makes stress and burnout among teachers.

Example_ As a teacher I have excess academic paper workload.

Teacher Motivation

Motivating the teacher by organising creative workshops, it means giving seminars, field work, get together among different universities teacher, sharing their presentation through conducting seminars, providing new technical courses to learn motivating them by prizing rewards, salary increments. Opportunity contributed to teachers through funds to make research work. The refresher courses allotted by U.G.C is provided to Arts and Science College teachers to encourage them and to get well equipped.

Example_ I could not attend formal refresher courses/ orientation provided by U.G.C

Teacher Accountability

Teacher accountability is a long debatable issues, accountability means responsibility in all the aspects of the students, parents and institutions. Teacher accountability can be good in teaching, as we owe our students best possible education personalizing learning as a means to keeping students engaged in their own learning for the future. According to Heim (1995) “Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly”. Accountability may be view that either towards the process, or towards the outcomes. In teaching profession the teachers are committed to doing what is wrong and right.

Example_ I have no responsibility for setting my own goal.

Teacher Empowerment

Numerous educational reforms specify the teacher empowerment is essential to teachers in the entire field. Yet empowered teachers are little today. This problem made a continuous to hold true despite research reflecting the importance of teacher empowerment. Although the priority of contribution of power in institutional systems has become highly recognized among both educational researcher and policy makers, this has not resulted in prevalence of high levels of teacher empowerment in all level of teachers.

Example_ The management allows me to handle my own guidelines to maintain discipline.

Decision Making

The teachers of experienced one have the ability to identify the position of the students, they are easily determined the concern situation of the particular learner, the institution should ensure the teachers to involve in curriculum construction, decision making. Willner say that collaborative autonomy is easily to identify in schools and colleges where the teachers have the opportunities to work with administrators in making decisions pertaining to curriculum, instruction, and scheduling. People with well resource able take all the important educational decisions. Teachers have little or almost no say in deciding about curriculum, objectives, goals, techniques, or materials to be used in the classroom.

Example_ My management provide ample support for collaborative activities.

Preparation of Teacher Autonomy Scale

Selecting a perfect instrument is important to lead a scope full research work. Perfect instrument is a back bone to accomplish a research work. Wide variety of data collection procedure is there. In the present study suitable instrument is selected with suitable seven components.

Based under seven components the investigator prepared test items and beside with experience and consulting with supervising teacher. The investigator prepared test items by removing the ambiguous and vague items by added new items the investigator finalise 52 items.

Example → Independence in Professional work

Item → I am often forced to follow only traditional teaching method in my class.

Tryout of Scale

The final items were done by filtering the total items. The tryout of first draft was conduct in the selective 100 sample size in Arts and Science college teachers in Calicut district.

Sample selected for tryout the sample

It was too difficult to cover large population around overall the state. For the present study limited size of sample 100 college teachers were selected from the large population and get conclusion. The sample selected was stratified random sampling technique.

Scoring of tryout of the sample

The items consist 52 statements both positive and negative statements. The negative statements of the item are 2,3,6,12,13,14,15,19,20,21,23,24,28,29, 30, 31, 32,33,35,37,39,40,50 remaining items are positive statements. The teacher were tick their response to their convenient response based on strongly Agree, Agree, Undecided, Strongly Disagree, Disagree; The marks allotted for positive statements were 5,4,3,2,1, and negative marks were 1,2,3,4,5 , respectively.

Item analysis

The tryout 100 response sheets were scored on the basis of positive and negative statements and the scores were entered in Excel and arranged the 100 response sheets scores in descending order select first 27 as high score and lower 27 as low score and calculated each scores obtained for each individual and each 52 statements. The 't' values of each items were calculated by using the Formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1}{N_1} + \frac{\sigma_2}{N_2}}}$$

\bar{x}_1 - The high group of the Mean response score given for the statements.

\bar{x}_2 - The low group of the Mean response score given.

σ_1 -The high group of the variance of the distribution.

σ_2 -The low group of the variance of the distribution.

N_1 - Number of high group.

N_2 - Number of low group.

Calculating the 't' value, which is less than 1.96 were rejected from the total items. Thus four items were rejected there were total 48 items in final scale of Teacher Autonomy.

Table 1

Result of analysis of Teacher Autonomy Scale

SI.NO	t-Value	Remarks	SI.NO	t-Value	Remarks
1	13.81	Accepted	27	6.91	Accepted
2	28.66	Accepted	28	13.76	Accepted
3	19.61	Accepted	29	10.26	Accepted
4	10.41	Accepted	30	17.40	Accepted
5	5.49	Accepted	31	20.67	Accepted
6	14.86	Accepted	32	21.48	Accepted
7	9.13	Accepted	33	19.72	Accepted
8	14.62	Accepted	34	18.74	Accepted
9	17.46	Accepted	35	28.83	Accepted
10	19.82	Accepted	36	14.20	Accepted
11	6.15	Accepted	37	22.62	Accepted
12	11.95	Accepted	38	5.52	Accepted
13	23.35	Accepted	39	12.55	Accepted
14	13.21	Accepted	40	-1.324	Rejected
15	26.75	Accepted	41	3.96	Accepted
16	1.96	Accepted	42	13.58	Accepted
17	17.92	Accepted	43	0.0548	Rejected
18	8.32	Accepted	44	9.54	Accepted
19	29.85	Accepted	45	-3.064	Rejected
20	23.51	Accepted	46	0.0424	Rejected
21	10.31	Accepted	47	14.48	Accepted
22	16.95	Accepted	48	19.40	Accepted
23	11.45	Accepted	49	6.370	Accepted
24	10.61	Accepted	50	20.26	Accepted
25	20.705	Accepted	51	14.52	Accepted
26	24.46	Accepted	52	12.73	Accepted

Total response sheets were scored; the incomplete response sheets were rejected. After filtering the incomplete statements the total sample reduced into 380 to 350.

Table: 2

Items in each Component of the scale

Sl. No	Component	No of items in the scale	No of items
1	Independence of professional work	1,2,3,4,5,6,7,8,	8
2	Job satisfaction	9,10,11,12,13,14,15,16	8
3	Teacher Motivation	17,18,19,20,21,22	6
4	Teacher Empowerment	23,24,25,26,27	5
5	Teacher stress and burnout	28,29,30,31,32,33,34,35	8
6	Teacher Accountability	36,37,38,39,40,41,42,43,	11
7	Decision Making	44,45,46	6

Validity of the instrument

For ensuring the validity of the scale the investigator used face validity. The Teacher Autonomy Scale items were scrutinized by experts in concerned field.

“Content validity is based upon careful examination of course, text book, syllabi, objectives and the judgement of subject matter specialist (Best & Khan, 2001). In the present study, validity of the instrument was constructed by comparing the various dimensions of the scale with the theoretical dimensions of the content Teacher Autonomy. Thus content validity of the instrument was ensured.

Reliability

The reliability of the scale was measured by using cronbach Alpha. The coefficient of co-relation obtained is **0.52**. It means that the prepared scale is internally consistent. The index suggests that scale is highly reliable.

List o the institutions from which investigator collected the data needed for the study are given below in the Table 4,

Table 3

List of the institutions where data collected

SI. NO	Name of Arts and Science Colleges	District	Type
1	Zamorin'sGuruvayurappan College, Pokkunnu	Kozhikode	Aided
2	St. Joseph's college, Devagiri	Kozhikode	Autonomous
3	Government College,Meenchanda	Kozhikode	Government
4	Malabar Christian College	Kozhikode	Aided
5	Farook College	Kozhikode	Autonomous
6	SNG College,Chelannur	Kozhikode	Aided
7	Feroke Cooprative College	Kozhikode	Unaided
8	Government College,Munduparamba	Malappuram	Government
9	PSMO College,Tirurangadi	Malappuram	Aided
10	EMEA college, Kondotty	Malappuram	Aided
11	Victoria Government college	Palakkad	Government
12	NSS college, Ottapalam	Palakkad	Aided
13	Jayamatha College, Pudupalli	Palakkad	Unaided

Sample used for the study

The samples used for the present study were Arts and Science college teachers of Malabar. The present study collected data and analyzing the 'Teacher Autonomy of Arts and Science college teachers of Malabar'. Beside the sample for the present study are Arts and Science college teachers of Malabar.

Table 4

Breakup samples

S. No	Variable	Gender		Locale		Types of Management			Types of Teachers	
		Male	Female	Rural	Urban	Govt	Aided	Un Aided	Guest	permanent
1		200	180	210	170	124	206	50	200	180
	Total	380		380		380			380	

Gender

The independence of Male and Female teachers in Arts and Science colleges is different in Malabar. In present study the investigator includes Male and Female teachers in equal proportion.

Locale

The Locality of Arts and science colleges were either Rural or Urban resource the Teacher Autonomy among the college teachers. The present study includes Rural and Urban college teachers in equal proportion.

Type of Management

In the present study four types of college teachers were included Government, Aided, Unaided and Autonomous colleges. Mostly the sample collected in Aided than Government, and Autonomous Unaided college teachers among Arts and Science College teachers.

Types of Teachers

In the present study two types of teachers were included Guest Lectures and permanent Lectures in Arts and Science college teachers of Malabar were included in the present study.

Final Sample

Final sample incorporate 350 teachers from 13 colleges belong to Malabar. Based on Gender, Locale, Types of Management, and Types of teachers are clearly presented in the tabular column below.

Table 5

Gender of Final Sample

Gender	Number of Teachers	Percentage
Male	142	40.57%
Female	208	59.42%
Total	350	100%

Table: 6

Locale of Final Sample

Locale	No of Teachers	Percentage
Urban	215	61.42%
Rural	135	38.57%
Total	350	100%

Table: 7

Types of Management of Final Sample

Types of Management	No of Teachers	Percentage
Government	116	33%
Aided	155	44%
Unaided	43	12%
Autonomous	36	10%
Total	350	100

Table: 8

Types of Teacher of Final Sample

Types of Teacher	No of Teachers	Percentage
Guest lecture	155	44.28%
Association professor	195	55.71%
Total	350	100%

Data collection procedure

Finalizing the sample, the investigator visited the principal of each college and Head of each Departments and get permission to administrate the instrument. General and response sheets were given to the teachers and gave instruction how to respond. The teachers go through the statement and [✓] tick the familiar response related to them.

The teachers were assured that their response would be kept for only research purpose. The instruments were distributed first all department teachers. After few hours the investigator visits to collect the response sheet. The repetition of collecting data for a single takes nearly 3 days to collect the response sheets.

Scoring of Data

Finally all the response sheets were scored based on the scoring procedure. The procedure of positive and negative statements were scored and entered in the Excel. The incomplete response sheets were rejected primarily. Due to the rejection the total sample size reduced to 350. The total number of the scores for each individual applied for statistical procedure.

Statistical Techniques used

a) Preliminary Analysis

Mean, Medium, Mode, Standard deviations, Skewness, of the variable of Teacher Autonomy of Arts and Science College teachers were calculated separately.

b) Percentage Analysis

The Data were classified into three levels high, low, average .for this mean and standard deviation calculated first.

Mean + SD is high Teacher Autonomy

Mean –SD is low Teacher Autonomy

In between Mean + SD and Mean – SD is average teacher autonomy. Using this three group's percentage analysis is calculated.

c) T-test

To compare the teachers of two groups the data collected was subjected to the test significance Mean difference for large sample.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1}{N_1} + \frac{\sigma_2}{N_2}}}$$

d) Analysis of variance

One way ANOVA is used

ANALYSIS AND INTERPRETATION

- *Objectives of the study*
- *Hypotheses of the study*
- *Variables of the study*
- *Preliminary analysis*
- *Major analysis*
- *Tenability of Hypotheses*

ANALYSIS AND INTERPRETATION

The analysis of the collected data was calculated statistically with reference to the objectives of the preset study. The study mainly aims to find out the level of Teacher Autonomy among Arts and Science College Teachers of Malabar. Also to assess if there exist any significant difference in the level of Teacher Autonomy among Arts and Science College Teachers based on their gender, locale, type of management, type of teachers. A detailed statistical analysis is presented under the following headings;

- Objectives of the study
- Hypotheses of the study
- Preliminary Analysis
- Major Analysis

Objectives of the study

The objectives for the study are:

1. To find out the level of Teacher Autonomy among Arts and Science College teachers of Malabar.
2. To know whether there is any significant difference in the level of teachers in Arts and Science College regarding Teacher Autonomy in following subsamples
 - a) Gender
 - b) Locale of the study

- c) Type of management
- d) Type of teachers

Hypotheses of the study

1. The level of Teacher Autonomy among Arts and Science College teachers is not in high independent.
2. There will be significant difference in the level of Teacher Autonomy among Arts and Science College teachers in following dimension
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of teacher

Preliminary Analysis

Descriptive analysis is the primary step of analysis of the variables ‘Teacher Autonomy’. It was done by the investigator to find the conclusion about the population depend on the sample. Descriptive statistic such as Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis of the data were calculated. The obtained values are given below Table 7

Table: 7

Mean, Median, Mode, Standard Deviation, Skweness and Kurtosis of Teacher Autonomy

Variable	N	Mean	Median	Mode	S D	Skewness	Kurtosis
Teacher Autonomy	350	191.56	192	197	16.3475	0.074867	0.0606

The above tables mean value of the total score of the Teacher Autonomy is found to be 191.56, the Median 192, and the mode value is 197. The mean, median, mode of the variable for the total population are most probably same with slight variation only.

The standard deviation is 16.3475, which means that the scores are deviating from the mean value to some extent. Value obtained of skewness is 0.074 that indicate the distribution is positively skewed. The value of Kurtosis is 0.606. The above discussion tells that the distribution of variables of Teacher Autonomy normality in all aspects.

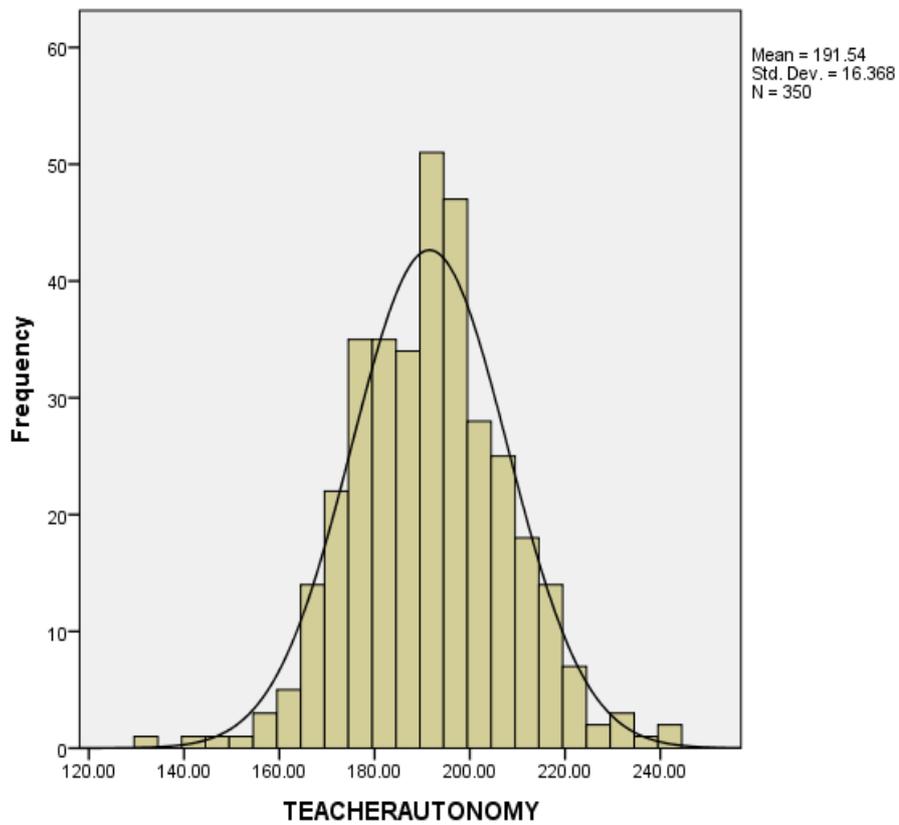


Figure 2 . Distribution of the Scores of Teacher Autonomy

Percentage Analysis

In the study, the investigator assess the three level of Teacher Autonomy are given below

Table:9
Three level of Teacher Autonomy

High level score	Mean + SD = 208
Low level score	Mean + SD = 175
Average level score	Between high and low level

Table: 10
Percentage of teachers in three level of Teacher Autonomy

LEVEL	No. of Teachers	Percentage
High	53	15.14
Low	50	14.28
Average	247	70.57
Total	350	100

Discussion

The above table shows that 15.14 percentages of teachers of Arts and Science College teachers are in high level, 14.28 percentages of teachers are low level, and 71% belongs to average level.

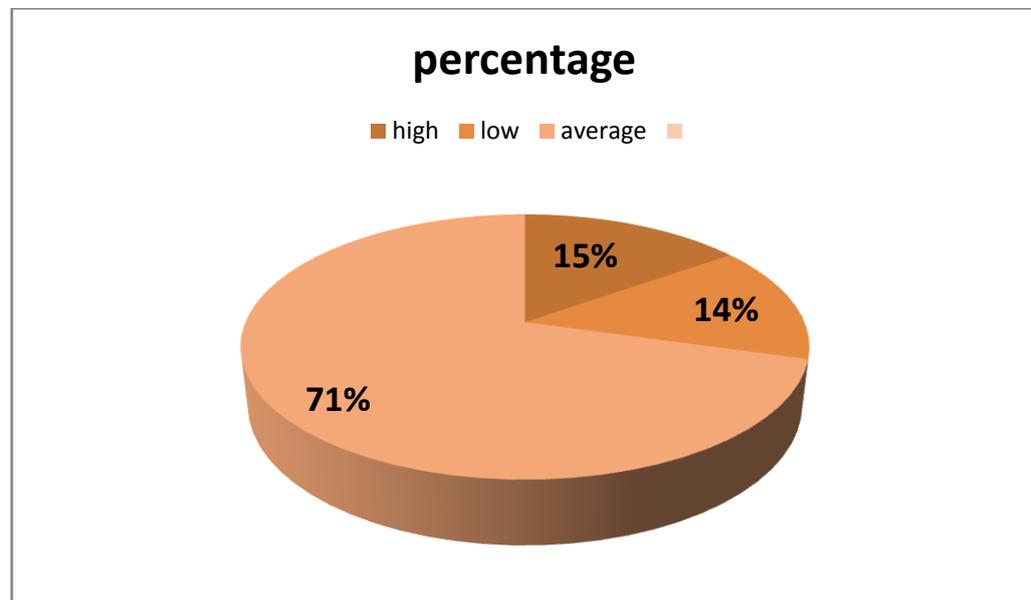


Figure 3

Mean Difference Analysis

The major core analysis is to assessing the changes based on Gender, Locale, Type of Management, and Type of Teacher in Teacher Autonomy by applying 't' test.

Gender Difference in Teacher Autonomy

Total samples of Male and Female, and their result of t-test of the variable Teacher Autonomy are presented in the table: 11

Table: 11

Data and Results of the Test of Mean Scores of Teacher Autonomy between Male and Female Teachers

SI NO	Type of the variable	No of teachers	Mean	Standard Deviation	't' value	Level of significance
1	Male	142	191.66	18.962	.45	N S
2	Female	208	190.82	16.086		

Note. NS- not significant

The table: 11 show that the t-value obtained for the variable Teacher Autonomy among Arts and Science College teachers with respect to Autonomy is 0.45. Which is less than the table value 1.96 required for significance at 0.05 levels. This indicates that there is no significant difference in Mean score of Teacher Autonomy for Male and Female teachers.

Discussion

Thus it is conclude that there is no significant difference in the Mean Scores of Teacher Autonomy between Male and Female teachers.

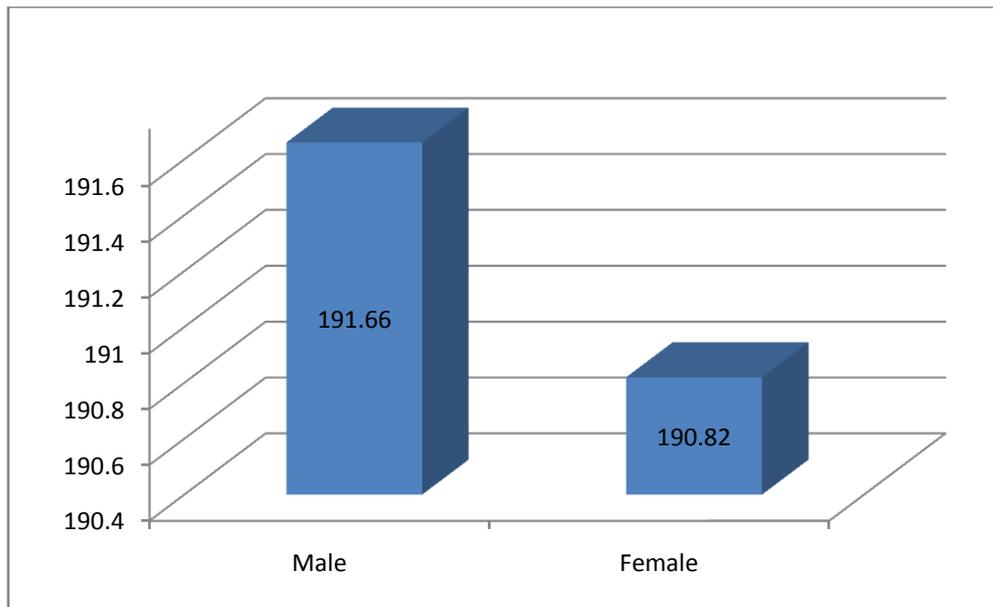


Figure 4. Graphical representation of Mean Scores of Teacher Autonomy between Male and Female Teachers

Locale difference in Teacher Autonomy

Total samples of Rural and Urban and their result of t-test of the variable Teacher Autonomy are presented in the table: 11

Table 12

Data and Results of the test of Mean scores of Teacher Autonomy between Urban and Rural teachers

SI No	Types of the variable	No of Teachers	Mean	Standard deviation	' t ' value	Level of sig
1	Urban	215	190.79	17.134	.508	Ns
2	Rural	135	191.76	17.582		

The above table shows that the t-value obtained for the variable Teacher Autonomy among Arts and Science college teachers with respect to Autonomy is .508 which is less than the table value 1.96 required for significance of 0.05 level. This indicates that there is no significant difference in Mean score of Teacher Autonomy for Urban and Rural teachers.

Discussion

Thus it concluded that there is no significant difference in the Mean score of Teacher Autonomy between Urban and Rural teachers.

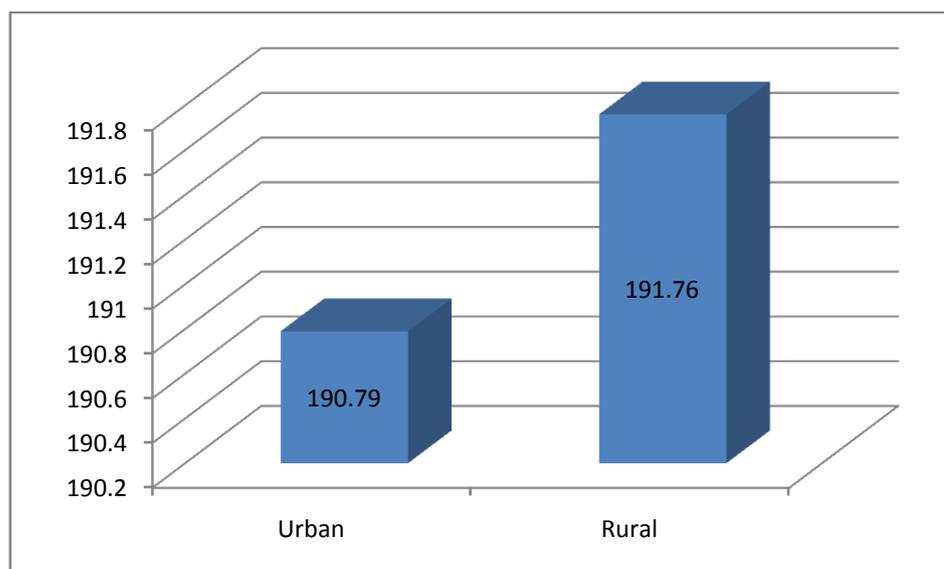


Figure 5. Graphical representations of Mean Scores of Teacher Autonomy between Urban and Rural teachers

Type of Teachers and Their Teacher Autonomy

Total samples of permanent and guest lectures, and their result of t-test of the variable Teacher Autonomy in the Table: 13

Table 13

Data Results of the test of Mean scores of Teacher Autonomy between Permanent and Guest Lecturers

SI No	Types of the variable	No of Teachers	Mean	Standard deviation	' t ' value	Level of sig
1	Permanent lecturers	195	192.80	17.190	2.00	0.05
2	Guest Lecturers	155	189.10	17.248		

The above table show that the t-value obtained for the variable Teacher Autonomy among Arts and Science college teachers with respect to Autonomy is 2.000 which are greater than the table value 1.96 required for significant at 0.05 levels.

Discussion

Thus it conclude that there is significant difference in the Mean scores of Teacher Autonomy between permanent and Guest Lectures .By analysis the Mean score it can be observed that the means score of Teacher Autonomy for permanent lecturers is 192.80 which is higher than that of the Guest lecture thus it can be conclude the permanent lecturers.

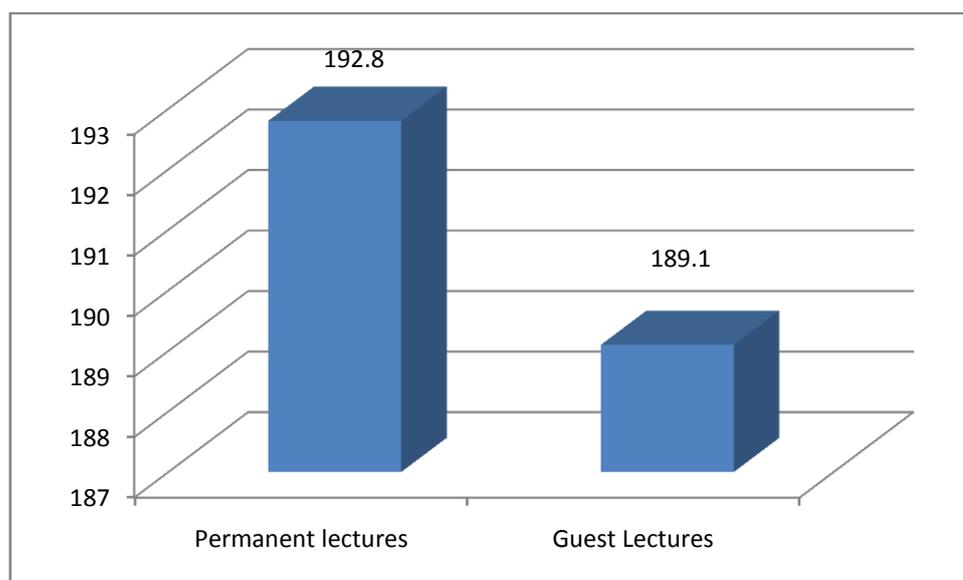


Figure 6. Graphical representations of Mean Scores of Teacher Autonomy between Permanent lecture and Guest lectures.

Analysis of Variance

To know the influence of Teacher Autonomy among Arts and Science College teachers based on subsample type of management one – way ANOVA was used. The results of the analysis of variance of Teacher Autonomy are given below the table: 14.

Table 14

Analysis of variance of Teacher Autonomy

Source of variation	Sum of Squares	df	Mean Square	f
Between Groups	3508.529	3	1169.510	
Within Groups	100815.188	346	291.373	4.014
Total	104323.717	349		.

**P \leq 0.01

From Table: 14. it can be found that 'F' value obtained for analysis of variance is 4.014 which is greater than tabled value 2.64 with df (3,346). This implies that the influence of the variable Teacher Autonomy among Arts and Science College teachers is significant at 0.01 levels.

To know which group is significantly differ in Teacher Autonomy among teachers working in Government, Aided, Unaided and Autonomous Arts and Science Colleges scheffe's post hoc analysis was done by the investigator. The result of scheffe's Test is given as table below,

Table 15

Result of scheffe's test for Multiple Comparison

SI. NO	Groups compared	Mean	Mean Difference (I - J)	Calculated 'F'	Sig	Level of significance.
1	Government College	187.18	5.625	7.201	.068	NS
	Aided College	192.81				
2	Government College	187.18	3.865	1.6078	.658	NS
	Unaided College	191.05				
3	Government College	187.18	9.875	9.1925	.028	0.05*
	Autonomous College	197.06				
4	Aided College	192.81	1.760	0.3578	.949	NS
	Unaided College	191.05				
4	Aided College	192.81	4.249	1.8101	.613	NS
	Autonomous College	197.06				
4	Unaided College	191.05	6.009	2.4282	.489	NS
	Autonomous College	197.06				

**Indicates difference is significant at 0.05 level.*

Table 15 shows that the mean difference between Government and Aided subsample is 5.625. Which is not significant, since the observed 'F' value 7.201 is less than $F^1 = 7.92$. it means that there is no significant difference between the teachers working in Government and Aided Arts and Science College teachers related to Teacher Autonomy.

The mean difference between Government and Unaided subsample is 3.865. which is not significant, since the observed 'F' value 1.6078 is less than $F^1 = 7.92$. it means that there is no significant difference between the teachers working in Government and Unaided College related to the Teacher Autonomy.

When comparison between Government and Autonomous subsample that the mean difference is 9.875. which is significant, since the observed 'F' value 9.1925 is greater than $F^1 = 7.92$, it means that there is significant difference in their Teacher Autonomy between the teacher working in Government and Autonomous Arts and Science College teachers. Hence the mean value of Autonomous College 197.06 shows that, the teachers working in Autonomous Colleges have high level of teacher Autonomy than Government teachers Teacher Autonomy 187.81.

When comparing the mean difference between Unaided and Aided subsample is 1.760. Which is not significant, since the observed 'F' value 0.3578 is less than $F^1 = 7.92$. It means that there is no significant difference between the teachers working in Aided and Unaided College related to Teacher Autonomy.

The mean difference between Aided and Autonomous subsample is 4.249. which is not significant, since the observed 'F' value 1.8101 is less than $F^1 = 7.92$. it

means that there is no significant difference between the teachers working in Aided and Autonomous College related to Teacher Autonomy.

The table shows that the mean difference between Unaided and Autonomous subsample is 6.009. Which is not significant since the observed 'F' value 2.4282 is less than $F^1=7.92$. It means that there is no significant difference between the teachers working in Unaided and Autonomous College related to Teacher Autonomy.

Discussion

Thus it concludes that there exists significant mean difference between Government College teachers and Autonomous College teachers in teacher autonomy. Autonomous College teachers show high teacher autonomy than Government College teachers. The mean difference between other subsamples are not significant.

Conclusion

The result of percentage analysis helped the investigator to find out the three level of teacher autonomy in Arts and science College teachers. High level of Teacher Autonomy among Arts and Science College teachers get only fifteen percentages. Fourteen percentages of Arts and Science College teachers have low level Teacher Autonomy.

The result of major statistical analysis helped the researcher to conclude that Arts and Science College teachers have no significant difference between Male and

Female teachers, Rural and Urban teachers. But there is significant difference between Guest Lecturers and Permanent lecturers.

The result of ANOVA helped the investigator to conclude that Government and Autonomous college teachers differ in Teacher Autonomy. It revealed that Government, Unaided and Aided Arts and Science College teachers have no differ in their Teacher Autonomy. Aided, Unaided and Autonomous teachers also have no significant difference in their Teacher Autonomy.

Tenability of the Hypotheses

Hypothesis 1, the level of Teacher Autonomy among Arts and Science college teachers is not in highly independent

The first hypothesis states that ‘The level of Teacher Autonomy among Arts and Science college teachers is not in highly independent’. From the study it is clear that Teacher Autonomy among Arts and Science College teachers are not highly independent. Hence the first hypothesis is substantiated.

Hypothesis 2, there will be significant difference in the level of Teacher Autonomy among Arts and Science college teachers in following dimension. Gender, Locale, Type of management and Types of teachers.

The second hypothesis states that ‘There will be significant difference in the level of Teacher Autonomy among Arts and Science college teachers in following dimension based on Gender, Locale, Type of management, and Type of teachers. The study shows that there is no significant difference in Teacher Autonomy based on gender; also there exist no significant difference in Teacher Autonomy based on

Locale. In the case of type of Management, Government and Autonomous college teachers shows difference in their Teacher Autonomy. Aided-Government, Aided-Unaided, Aided-Autonomous and Government-Unaided, Autonomous-Unaided shows no significant difference. Based on types of teachers there exist significant difference in teacher autonomy. Hence the second hypothesis partially substantiated.

SUMMARY, FINDINGS AND SUGGESTION

- ❖ *Study in Retrospect*
- ❖ *Restatement of the Problem*
- ❖ *Objective of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Methodology*
- ❖ *Major Finding of the Study*
- ❖ *Educational Implications*
- ❖ *Suggestions for Further Research*

SUMMARY, FINDINGS, AND SUGGESTIONS

Summary

In all the system of education teacher occupies a central place. To achieve the teachers assumption related to the goal of education, teachers required to be empowered their skills' smart and adaptable to the requirement of every students. Teachers required focusing twenty –thirty students in a class by a single teacher she/he need to follow different teaching strategies. Hence the situation demands teachers to be autonomous to make pedagogical choice. Teachers are required to develop autonomy is influenced by various factors. The true fact is many teachers face dilemma between what they want to do and what they have to do. Many researchers discussed various reasons that can influence Teacher Autonomy. A summary of these factors is elaborate in the following

- a) **Professional competence and support** – The enhancement of the teacher's pedagogy and their professional competences and awareness about innovative theories and practices.
- b) **Teacher's intrinsic and extrinsic motivation** – The intrinsic rewards, especially job satisfaction, are more powerful for motivating teachers than extrinsic rewards. Intrinsic motivation helps the teachers for developing teacher autonomy, from stress, pressure or teacher burnout gives negative outcomes or Teacher Autonomy. It is found that intrinsic rewards, especially job satisfaction, are more powerful for motivating teachers than are extrinsic rewards. Intrinsic motivation

helps in developing teacher autonomy, while stress, pressure or teacher burnout results in negative outcomes of teacher autonomy.

c) **Teacher's personal beliefs system-** Pajares (1992) “ Personal beliefs of teachers about their knowledge, self-concept, and feelings of self-worth, preconceptions about specific subjects or disciplines can affect teacher's sense of autonomy to a great extent”

d)Psychological constraints – Ramos (2006) “ Teachers are related with fear of changes, fear of control and fear of empowerment of students through exercise of the power of balance in the classroom are some of the psychological factors that retrain teachers to exercise autonomy”.

This chapter includes summary of procedure, Major findings of the study, Educational implications and Suggestions for further research.

Study in Retrospect

This part tries to make a retrospective of the title, Variable, Objectives, Hypotheses, Instruments and Statistical techniques used for the study.

Restatement of the Problem

The present study is entitled as “Teacher Autonomy among Arts and Science College teachers of Malabar”.

Variable

The variable used for the study is single variable ‘Teacher Autonomy’.

Objectives

- (a) To find out the level of Teacher Autonomy among Arts and Science college teachers of Malabar.
- (b) To know whether there is any significant difference in the level of teachers in Arts and Science teachers regarding to Teacher Autonomy in following subsamples
 - Gender.
 - Locale.
 - Types of Management.
 - Types of Teachers.

Hypotheses

- (a) The level of Teacher Autonomy among Arts and Science college teachers is not in highly independent.
- (b) There will be significant difference in the level of Teacher Autonomy among Arts and Science college teachers in following dimension.
 - i. Gender.
 - ii. Locale.
 - iii. Types of Management.
 - iv. Types of Teachers.

Methodology

Methodology explains the description of the sample, Instruments, and Statistical techniques used for the study.

Method

Survey method is used.

Sample used for the Study

The study was conducted for a total population of 350 teachers 12 Arts and science colleges of Calicut, Malappuram and Palakad districts of Malabar. The present Study used stratified random techniques based on Gender, locale, Types of Management and Types of Teachers.

Instrument

The investigator prepared a scale regarding various components of the study “Teacher Autonomy Scale”.

Statistical Techniques used

a) Preliminary Analysis

Mean, Medium, Mode, Standard deviations, Skewness and kurtosis of the variable of Teacher Autonomy of Arts and Science College Teachers were calculated separately.

b) Percentage Analysis

c) T-test

To compare the teachers of two groups the data collected was subjected to the test significance Mean difference for large sample.

f) Analysis of variance

One way ANOVA is used

Major Findings of the study

The major finding of the present study obtained after analysis of collected data

1. There is no significant difference between mean score of Male and Female teachers among Arts and Science College regarding to Teacher Autonomy at 0.05 level ($t = .45$)
2. There is no significant difference between mean score of Rural and Urban teachers among Art and Science College regarding to Teacher Autonomy at 0.05 level ($t = .508$)
3. There exists significant difference between mean score of permanent lectures and Guest Lectures at 0.05 level ($t = 2.00$). Hence permanent Lectures have high mean scores than Guest Lectures.

4. There is no significant difference between Government, Aided and Unaided College teachers. Also Aided, Unaided and Autonomous College teachers have no significant difference in their Teacher Autonomy.
5. There is significant difference between Government and Autonomous Arts and Science College teachers at 0.05 levels. That is, like professional development such as promoting the ability and willingness to implement changes in their field, decision making about curriculum development, evaluation there shows a difference in Teacher Autonomy between Government and Autonomous College teachers.
6. Only fifteen percent teachers of Arts and Science College teachers have high level of Teacher Autonomy. And fourteen percent of teachers have low Teacher Autonomy. Seventy percent of teachers in Arts and Science College Teachers have average level Teacher Autonomy.

Educational Implication

Education is a field of research that aims to understand the process of Education. The present study aims to expose the level of Teacher Autonomy among Arts and Science College teachers of Malabar. Only few of the study related to Teacher Autonomy conducted in all states, its related to school teachers, prospective teachers, there is no any studies conducted towards Arts and Science College teachers. The present study revealed the need for promotions Teacher Autonomy among college teachers. Guest faculty score is lower than permanent teachers. Government should create more permanent post, so as to empower autonomy among

college teachers. Autonomous College shows high mean score than Government Colleges. This implies that Autonomous Colleges should be promoted; Government should sanctioned more Autonomy to Government and Aided Colleges teachers.

The present trend in the appointment of College teachers is favourably Guest Lectures. The study reveals that the Guest lecture has comparatively low Teacher Autonomy on comparison with Permanent Lecture. Most of the Unaided Colleges have no permanent Lecture. So therefore their professional independence are flourished. This is the tread to the decision of teachers. The anxiety in the continuing service dependence of the Guest Lecture on the authority for the continuing service, hourly based remunerations etc. are obstacle to their professional freedom and independence. The Central Government and State Government should take initiation to promote Teacher Autonomy.

Teacher Autonomy support Learner Autonomy

Teacher Autonomy is essential for ensuring learning and to address children's diverse needs. (NCF, 2005) it further emphasised that as much as the teacher also require space, freedom, flexibility and respect. The present study support the argument of NCF-2005 Learners' autonomy is more likely to flourish in an environment that supports teacher autonomy. Developing independence, autonomy, and self- control in students is impossible if the teachers have no autonomy I their work.

Promote Decision Making

Autonomy should be exercised in College functioning especially teachers decisions, Administrative task such as budget, planning, college financial, timetable etc. this studies shows that teachers decision making in this area is related to the teachers position in the College. The teachers in the Autonomous Colleges shows exhibit higher level of Autonomy in this type of task a compared to other teachers. To develop a Autonomy among Aided, Government and Unaided College appropriate strategies should be adapted.

Developing ability and willingness to implement changes are the important and essential component. They are,

- **Self Awareness** - Develops amongst teachers a better understanding of them self as learners and professionals, and also about weaknesses. The teachers need to aware what happened around them. To their students, working place, in the community, country and world. Thus teacher is better able to identify their student's need goals, capabilities, desires, changes and dreams.
- **Responsibility** – Responsibility is not possible without autonomy. It seek them freedom and; empowerment it demands dedication, time management skills, tasks and project commitments.
- **Provide Challenges** – It takes a teacher a step forward and shows their scope of capacities. They lead teachers to professional growth. Challenges may take the form of exploration into new areas, of decisions to improve teacher's knowledge or skills or to undertake research.

- **Participation and collaboration** – Growing together, constructing collectively and doing projects, innovative thinking is importance.
- **Changing roles** – Transforming teacher's role in the classroom is concomitant with the transformation of student's roles.

These are the educational implication that provided by investigator from the result of present study. This study used to further researcher those who desire in this study related to Teacher Autonomy.

Suggestion for Further Study

The present research was an attempt to know the level of Teacher Autonomy among Arts and Science College teachers. Limited studies were conducted in Teacher Autonomy. Especially most of the research may be investigate in school teachers, prospective teachers and student teachers based on the job satisfaction, teacher stress and burnout, teaching profession. Related to Teacher Autonomy studies investigate in other nations. Therefore, the investigator wishes to conduct a present study Teacher Autonomy among Arts and Science College teachers of Malabar.

The present study tries to describe Teacher Autonomy in various dimensions. From this the further researcher can absorb

The brief concept and importance of Teacher Autonomy.

- Analyse critically the factor that influence Teacher Autonomy.

- To understand the strategies that may be adopted to develop autonomy among teachers,
- The theoretical overviews of Teacher Autonomy and its related studies.
- The characteristics and domains of Teacher Autonomy.

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APPENDICES

APPENDIX I

FAROOK TRAINING COLLEGE

TEACHER AUTONOMY SCALE -2017 (DRAFT)

Dr. HASSAN KOYA .M.P.Assistant professor
(Supervising teacher)**SUBALAKSHMI. R**M.Ed student

Instructions

Read the following 52 statements related to 'Teacher Autonomy' given below carefully. Five responses are given for each statement. Give your responses to related response box and put tick (✓) mark for each of the statement. We assure you that your response will be kept confidential and used for research purpose only.

Eg:-

S. NO		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The management allows me to handle my own guidelines to maintain discipline.	✓				

TEACHER AUTONOMY SCALE

Name.....

Ass.Prof/Guest lec.....

Name of the college..... Place

Subject.....

Age

Male/Female.....

Sl. NO		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I use my own scientific/ technical innovation in pedagogy.					
2	I am often forced to follow only traditional teaching method in my class.					
3	I have barrier to arrange study tour / field trip for my students.					
4	I have opportunity to obtain promotion by acquiring new qualification.					
5	I foster the self-regulating styles among adolescence students.					
6	I only follow teaching strategies suggested by others.					
7	I facilitate student-student and student-teacher interaction.					
8	I promote teamwork in my class.					
9	I maintain a good relationship with my organization or management.					
10	I interact satisfactorily with my students.					
11	I have a holistic approach in my teaching.					
12	Sometime I get irritated about the misbehaviour of my students.					
13	The administration is not giving sufficient time to complete the syllabus.					
14	I am not satisfied about my college library.					
15	My institution does not provide good working condition the staff's members.					
16	I am satisfied with present salary system.					

17	I used to get recognition from head of the institution.					
18	The leave condition of my institution is satisfactory.					
19	I feel demotivated due to lack of sufficient infrastructure facilities.					
20	My institution is not providing any facilities to attend seminars.					
21	I could not attend formal refresher courses / orientation provided by U.G.C.					
22	My institution permits me to use information technology facilities.					
23	I have not involved in curriculum construction at university level.					
24	The evaluation of my student is handled by other staffs.					
25	The administration provided enough chance to develop my leadership qualities.					
26	I have no any chance to prepare questions in my point of view.					
27	The management allow me to handle my own guidelines to maintain discipline.					
28	I am not satisfied of my current employment.					
29	As a teacher I have excess academic paper workload.					
30	I feel that my students are not satisfied with my performance.					
31	Many of my academic works are usually in pending.					
32	I am not getting enough support from my colleagues to carry out my work.					
33	My increments are always not sanctioned timely.					
34	I am physically and psychologically fit.					
35	I feel isolated among colleagues due to my caste / religion.					
36	I am included in many committees formed in college.					
37	I have no responsibility for setting my own goal.					
38	My institution give permission to organizing specified programme related to my subject.					

Appendices

39	I have to submit self-appraisal report every year.					
40	My college collect feedback from students about the performance of teachers.					
41	I have freedom to exchange student s seat in my class.					
42	I had opportunity to become board of studies member at university level.					
43	I apply activities envisaged in the subject curriculum.					
44	I am appointed as co-ordinator of sports, arts / extracurricular activities.					
45	I got opportunity to prepare question paper for university exams.					
46	I foster research and a critical spirit in student.					
47	I am able to come out with suggestion to solve crisis or issues.					
48	My management provide ample support for collaborative activities.					
49	I have strategies to correct and deal with late coming of students.					
50	I have no control over students taking leave.					
51	I have suggestion to eradicate ragging in the college					
52	I am included in the discipline committee in the college.					

APPENDIX II
FAROOK TRAINING COLLEGE
TEACHER AUTONOMY SCALE -2017 (FINAL)

Dr. HASSAN KOYA .M.P.

Assistant professor
(Supervising teacher)

SUBALAKSHMI. R

M.Ed student

Instructions

Read the following 52 statements related to 'Teacher Autonomy' given below carefully. Five responses are given for each statement. Give your responses to related response box and put tick (✓) mark for each of the statement. We assure you that your response will be kept confidential and used for research purpose only.

Eg:-

SL. No		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The management allows me to handle my own guidelines to maintain discipline.	✓				

TEACHER AUTONOMY SCALE (FINAL)

Name.....

Ass.Prof/Guest lec.....

Name of the college..... Place

Subject.....

Age Male/Female.....

Sl. No		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I use my own scientific/ technical innovation in pedagogy.					
2	I am often forced to follow only traditional teaching method in my class.					
3	I have barrier to arrange study tour / field trip for my students.					
4	I have opportunity to obtain promotion by acquiring new qualification.					
5	I foster the self-regulating styles among adolescence students.					
6	I only follow teaching strategies suggested by others.					
7	I facilitate student-student and student-teacher interaction.					
8	I promote teamwork in my class.					
9	I maintain a good relationship with my organization or management.					
10	I interact satisfactorily with my students.					
11	I have a holistic approach in my teaching.					
12	Sometime I get irritated about the misbehaviour of my students.					
13	The administration is not giving sufficient time to complete the syllabus.					

14	I am not satisfied about my college library.					
15	My institution does not provide good working condition the staff's members.					
16	I am satisfied with present salary system.					
17	I used to get recognition from head of the institution.					
18	The leave condition of my institution is satisfactory.					
19	I feel demotivated due to lack of sufficient infrastructure facilities.					
20	My institution is not providing any facilities to attend seminars.					
21	I could not attend formal refresher courses / orientation provided by U.G.C.					
22	My institution permits me to use information technology facilities.					
23	I have not involved in curriculum construction at university level.					
24	The evaluation of my student is handled by other staffs.					
25	The administration provided enough chance to develop my leadership qualities.					
26	I have no any chance to prepare questions in my point of view.					
27	The management allow me to handle my own guidelines to maintain discipline.					
28	I am not satisfied of my current employment.					
29	As a teacher I have excess academic paper workload.					
30	I feel that my students are not satisfied with my performance.					
31	Many of my academic works are usually in pending.					
32	I am not getting enough support from my colleagues to carry out my work.					
33	My increments are always not sanctioned timely.					

Appendices

34	I am physically and psychologically fit.					
35	I feel isolated among colleagues due to my caste / religion.					
36	I am included in many committees formed in college.					
37	I have no responsibility for setting my own goal.					
38	My institution give permission to organizing specified programme related to my subject.					
39	I have to submit self-appraisal report every year.					
40	I have freedom to exchange student s seat in my class.					
41	I had opportunity to become board of studies member at university level.					
42	I am appointed as co-ordinator of sports, arts / extracurricular activities.					
43	I am able to come out with suggestion to solve crisis or issues.					
44	My management provide ample support for collaborative activities.					
45	I have strategies to correct and deal with late coming of students.					
46	I have no control over students taking leave.					
47	I have suggestion to eradicate ragging in the college					
48	I am included in the discipline committee in the college.					