



A STUDY OF TEACHERS' PARTICIPATION IN ADMINISTRATION AT SECONDARY LEVEL

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Abstract

The complexity of human relations and activities in present school system has increased the need for teachers' participation in school administration as an advantageous to the provision of good education. The objective of the present study was to compare the teachers of different gender, types of schools and stream in reference to their participation in the administration at secondary level. The descriptive survey method and random sampling technique were used. For data collection Teacher's Participation in School Administration Scale of Dr. (Mrs.) Haseen Taj was used. Investigation revealed that gender and type of schools play significant role in reference to teachers' participation in the school administration but stream does not.

Keywords: Administration, Teachers' Participation, Secondary Level



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Introduction: In educational settings, administration is a comprehensive effort to achieve some specific educational objectives. The main focus of educational administration is to make educational process effective and efficient. Educational administration deals with the process of validating purposes and allocating resources to achieve the maximum attainment of purposes with the minimum allocation of resources it includes the aspects of management of material equipment, management of school plans, management of human equipment and management of ideas and principles into school system, curriculum, time schedule, norms of achievement, co – curricular activities etc (Shahid, 2000).

The term 'Teachers' Participation' denotes the participation of teacher in different activities related to school in various areas such as --- Planning, Organizing, Communicating, Controlling and Evaluating.

- **Planning** –. This area includes items on participation of teachers' in laying out in advance, what is to be done, how this is to be done, and who shall be responsible to particular activity in addition to preparing school time – table and the school calendar for the academic year.

- **Organizing** –. In this area items on procuring and arranging activities and materials systematically both in curricular and extra – curricular area are included.
- **Communicating** –In this area pertains to, how teacher exchange his ideas between himself and his colleagues, head of the school, students and parents.
- **Controlling** –All the participation of teachers in taking decisions regarding selection of innovative methods of teachings, budgets for curricular and extra-curricular activities etc are included in this area .
- **Evaluation** –This area covers informing progress of students to their parents, judging the suitability and adequacy of physical facilities, instructional materials and evaluating the health status of pupils in school etc. by the teachers.

The complexity of human relations and activities in present school system has increased the need for teachers' participation in school administration as an advantageous to the provision of good education. Teachers' participation in school administration is crucial for the effective operation of the school activities. It does not only ease the work, but also creates a good mentality toward administration and common understanding between staff and school principals. Participation of teachers' in school administration helps the school to direct their effort towards the school goals.

Yousuf, M.I., Parveen, Q. and Dahar, M.A. (2013) studied teachers' participation in school administration at elementary schools of Punjab. They found that very few teachers were included in various committees to support administrative affairs of school. A small number of teachers were consulted for monetary matters. Teachers' participation in office management was not found obvious. Attri, A.K. (2014) He found that overall participation in school administration of male T.G.Ts is higher as compare to their counterparts female T.G.Ts..Again in 2015, Attri, A.K revealed that stream of teaching is not contributing towards the difference in T.G.Ts participation in school administration but it is the type of school which contributes toward the difference in T.G.Ts participation in school administration and government teachers participate more in school administration than private teachers

Goksoy, S. (2014) revealed that in comparison to female teachers' views, male teachers' views were higher in terms of participation in school administration and older teachers

believed that they had more voice in school administration and they played more important roles. Chowdhury, S.R. (2015) found insignificant difference in secondary school teachers' participation in school administration with reference to their gender, age, type of school and stream. Contrary to it, Chakravathy, S. (2015) found significant difference in secondary school teachers' participation in planning areas of school administration with reference to their gender, age, type of school and stream. Mehta, D. (2015) found that gender is not related to teachers' perception of their actual and desired participation in managerial, technical and institutional domain decisions. Kottennavar, G.R.(2016) found a positive and significant relationship among teacher of different gender, locality and type of school regarding their participation in school administration and attitude towards teaching profession

On the basis of above discussion, it can be predicted that administration is related to organizational effectiveness and there is no doubt that teachers' participation in school administration is necessary for organizational effectiveness. It has become an important concept within the field of educational research.

Objectives of the Study- The objectives of the study were as follows:

1. To compare the teachers of different types of schools (Government and Private Schools) in reference to their participation in the administration at secondary level
2. To check the difference if any, among teachers of different gender (Male and Female) in reference to their participation in the administration at secondary level
3. To find out the significant difference if any among teachers of different streams (Science and Arts) in reference to their participation in the administration at secondary level

Hypotheses of the study- The researchers formulated the following null hypotheses:

1. There is no significant difference among teachers of different types of schools in reference to their participation in the administration at secondary level
2. There is no significant difference among teachers of different gender in reference to their participation in the administration at secondary level
3. There is no significant difference among teachers of different streams in reference to their participation in the administration at secondary level

Research Method-To achieve the objectives of the presented study, the “Descriptive Survey Method” was the best-suited method and therefore, applied by the researchers.

Population-All the male and female teachers serving in different government and private secondary schools of Pilibhit city constituted the population

Sample & Sampling Technique-Researchers decided to choose “Random Sampling Technique” for selection of the sample. There were 105 teachers of secondary schools selected out of various secondary schools in Pilibhit city affiliated to U.P. Board, Allahabad and C.B.S.E., New Delhi.. In which 51 were male and 54 were female teachers.

Tool Used-For fulfilling the objective of the study, investigators preferred to use “Teacher’s Participation in School Administration Scale” developed and standardized by “Dr. (Mrs.) Haseen Taj”. The scale consists of 27 items which will be distributed over five major areas i.e. planning, organizing, communicating, controlling and evaluation.

Statistical Techniques-To analyze and interpret the result, to test hypotheses and draw inferences, Mean, Standard Deviation (S.D.) and ‘t’ test as statistical measures were employed

Analysis of Data & Interpretation

Table – 1 Dimensions wise comparison of scores of secondary school teachers of different types of management in reference to their participation in the school administration

S N o.	Dimensions	Government School Teachers N ₁ = 35		Private School Teachers N ₂ = 70		t - value	Level of Significance
		Mean ₁	SD ₁	Mean ₂	SD ₂		
1.	Planning	19	5.65	16	5.14	2.66	0.01
2.	Organizing	27	2.79	23	3.66	6.25	0.01
3.	Communicating	29	4.86	24	5.62	4.72	0.01
4.	Controlling	21	4.01	16	3.68	6.17	0.01
5.	Evaluating	18	2.44	16	3.27	3.51	0.01
	Overall participation	114	18.11	94	17.01	5.45	0.01

Data given in table reveal that the mean values of government school teachers are higher on each dimension named - planning, organizing, communicating, controlling and evaluating as well as on overall scores (M₁=19,27,29,21,18,114 respectively) than their counterpart private

school teachers ($M_2 = 16, 23, 24, 16, 16, 94$ respectively) which shows that government school teachers participate in the school administration more actively rather than their counterpart private school teachers. Also on level of significance, the mean difference between these two groups on each dimension as well as on overall scores are found to be highly significant as the 't' values are found higher than table values on each dimension as well as on overall scores of teachers' participation in the administration variable at both level of significance 0.05 & 0.01 ($t = 2.66, 6.25, 4.72, 6.17, 3.51, 5.45$) at 104 degree of freedom. Therefore the first hypothesis stated – “There is no significant difference among teachers of different types of schools in reference to their participation in the administration at secondary level” is totally rejected.

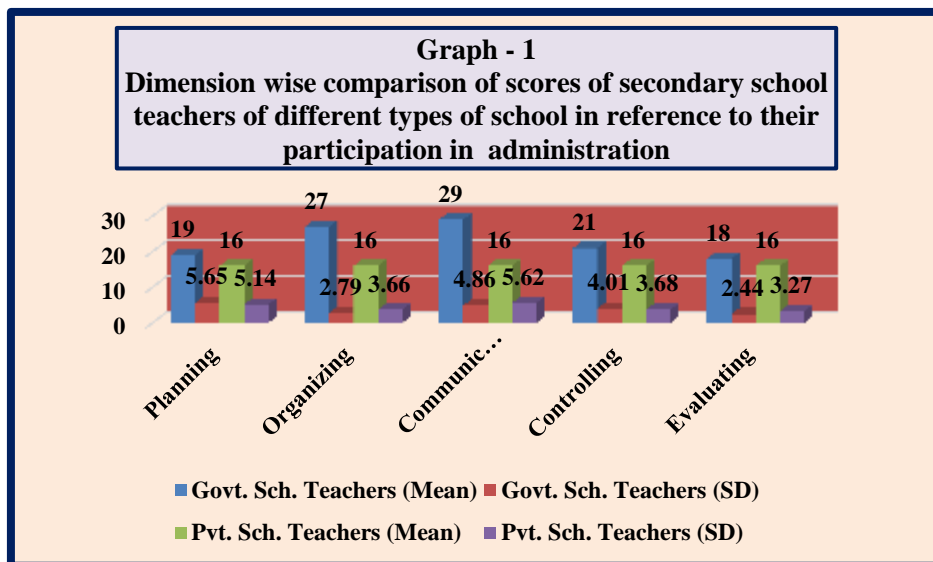
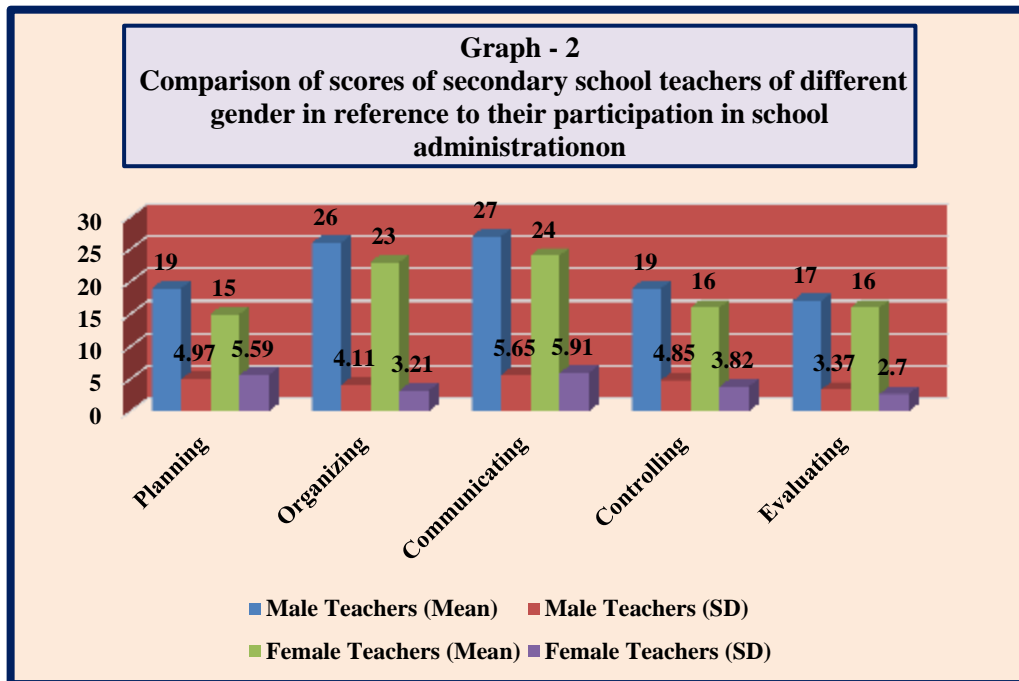


Table – 2 Dimensions wise comparison of scores of secondary school teachers of different gender in reference to their participation in the school administration

S No	Dimensions	Male Teachers		Female Teachers		t - value	Level of Significance
		$N_1 = 51$ Mean ₁	SD ₁	$N_2 = 54$ Mean ₂	SD ₂		
1.	Planning	19	4.97	15	5.59	3.88	0.01
2.	Organizing	26	4.11	23	3.21	4.11	0.01
3.	Communicating	27	5.65	24	5.91	2.68	0.01
4.	Controlling	19	4.85	16	3.82	3.53	0.01
5.	Evaluating	17	3.37	16	2.70	1.67	ns
	Overall participation	108	20.0	94	17.52	3.82	0.01



Data reveal that the mean values of male teachers are higher on each dimension named - planning, organizing, communicating, controlling and evaluating as well as on overall scores ($M_1=19,26,27,19,17,108$ respectively) than their counterpart female teachers ($M_2=15,23,24,16,16,94$ respectively) which shows that male teachers participate in the school administration more actively rather than their counterpart female teachers.

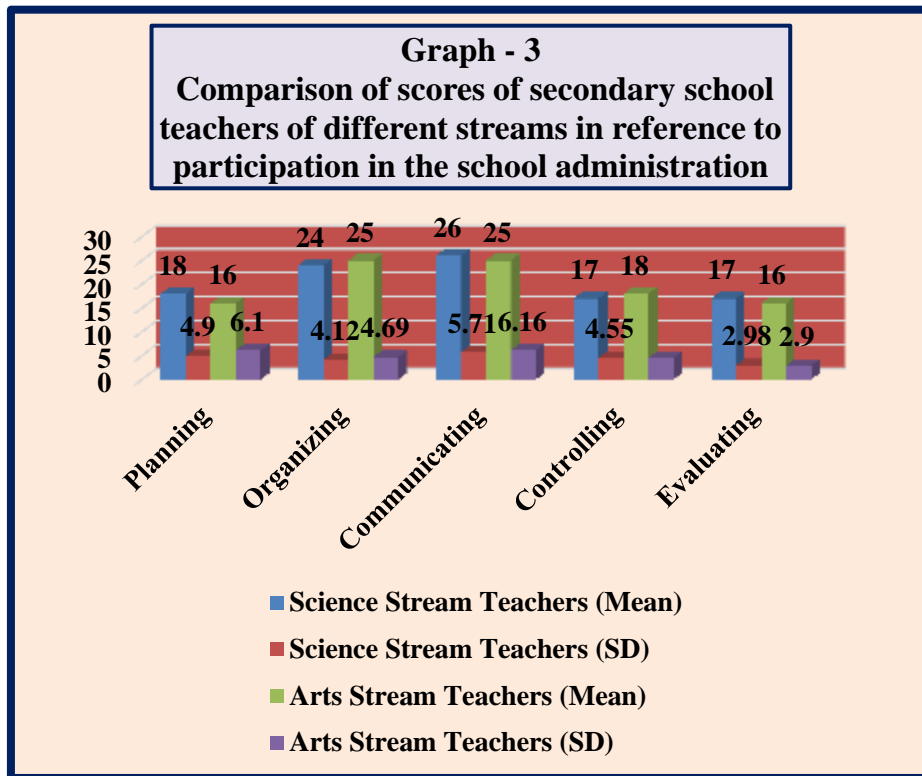
On the level of significance, the mean difference between these two groups on four dimensions i.e. planning, organizing, communicating and controlling as well as on overall scores are found to be highly significant as the 't' values are found to be higher than table values at both level of significance 0.05 and 0.01 ($t=3.88, 4.11, 2.68, 3.53, 3.82$ respectively) but on the dimension - evaluation it is found to be insignificant ($t=1.67, ns$) at 104 degree of freedom. On the basis of above analysis, the second hypothesis stated – “There is no significant difference among teachers of different gender in reference to their participation in the administration at secondary level” may be partially accepted and partially rejected.

Table –.3 Dimensions wise comparison of scores of secondary school teachers of different streams in reference to their participation in the school administration

S N o	Dimensions	Science Stream Teachers		Arts Stream Teachers		t - value	Level of Significance
		Mean ₁	SD ₁	Mean ₂	SD ₂		
		N ₁ = 52		N ₂ = 53			
1.	Planning	18	4.90	16	6.10	1.85	ns
2.	Organizing	24	4.12	25	4.69	1.16	ns
3.	Communicating	26	5.71	25	6.16	0.86	ns
4.	Controlling	17	4.55	18	4.54	1.14	ns
5.	Evaluating	17	2.98	16	2.90	1.72	ns
	Overall participation	102	19.21	100	20.49	0.52	ns

Data reveal that the mean values of science stream teachers are higher on first, third and fifth dimensions named planning, communicating, and evaluating as well as on overall scores ($M_1=18,26,17,102$ respectively) than their counterpart arts streamteachers ($M_2 =16,25,16, 100$ respectively). Whereas, the mean values of science stream teachers are found lower on second and fifth dimensions named organizing and controlling ($M_1=24,17$ respectively) than their counterpart arts stream teachers ($M_2 =25,18$ respectively) which shows that science streamteachers participate in the school administration more actively in planning, communicating and evaluating as well as overall rather than their counterpart arts stream teachers. The data also indicate that arts stream teachers are more active in administration activity named organization and controlling.

But, when the scores of these two groups were tested on level of significance, the mean difference between these two groups are found to be insignificant as the ‘t’ values are found lower than table values on each dimensions as well as on overall scores of teachers’ participation in the administration variable at both level of significance 0.05 & 0.01 ($t = 1.85,1.16,0.86,1.14,1.72,0.52, ns$) at 104 degree of freedom. On the basis of above analysis. the third hypothesis stated – “There is no significant difference among teachers of different streams in reference to their participation in the administration at secondary level” is accepted.



Major Findings

The findings of the current investigation may be summarized as follows –

- Government and private school teachers are significantly differ with each other reference to their participation in the school administration on each dimension named – planning, organizing, communicating, controlling and evaluating as well as on overall scores.
- Government school teachers participate more actively rather than their counterpart private school teachers in planning, organizing, communicating, controlling and evaluating; as well as overall participation in the administration.
- Except on evaluation dimension, male and female teachers are significantly differ with each other in reference to their participation in the school administration on each dimension
- Male teachers participate in the school administration more actively than female teachers.
- Stream wise no significant difference is found among science stream and arts stream teachers on different dimensions as well as on overall participation in the administration.

Educational Implications

The findings of the present study are quite hopeful and may be utilize for creating proper climate in the school and taking some measures for improving participation of the teachers in

the administration activity. The subject of the present study is of vital concern of educational administrators. In the present age of tough competition, where the academic success and high achievements are of great concern, the need and importance of such study can be understood. The findings of this study may be beneficial to the whole educational system, the principals, school managers, teachers, policy makers and to the research scholars, in understanding the causes of low participation as well as developing the quality of education. The findings of the present study are of great importance for the Principals, because they are responsible for environment of the school, which contributes significantly in the status of teachers' participation in the administration. If the principals of the school want to achieve good results in the administrative activities, they must utilize the teachers' knowledge and experience as well, which may generate positive attitude and satisfaction among teachers.

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