

A study of participation of secondary school teachers in administration

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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 secondary school 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, stream and type of schools play significant role for difference among secondary school teachers in reference to their participation in the school administration.

Keywords: administration, teachers' participation, secondary school

Introduction

There is no doubt that teachers' participation in school administration has become an important concept within the field of educational research. Educational administration in an educational setting keeps special significance. Educational Administration is regarded as the process of integrating human and material resources that are made available and made effective for achieving the purposes of an educational institution.

Teachers' participation in school administration, if carefully designed and systematically operated, is believed to have a potential value to enhance professional development of teachers and hence, to improve the school.

Yousuf, M.I., Parveen, Q. and Dahar, M.A. (2013) ^[1] studied teachers' participation in administration at elementary level in Punjab. They found that very few teachers were involved in various committees to support administrative affairs of school. A small number of teachers were consulted for monetary matters and teachers' participation in office management was not found obvious. In 2014, Attri ^[2] found that overall participation in school administration of male T.G.Ts was higher as compare to their counterparts female T.G.Ts. Again in 2015, Attri ^[3] 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 significantly and government teachers participate more in school administration than private teachers.

Goksoy, S. (2014) ^[4] 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. Chowdhary, S.R. (2015) ^[5] 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, same year, Chakravathy, S. ^[6] 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. But, Mehta, D. (2015) ^[7] found that gender is not related to teachers' perception of their actual and desired participation in managerial, technical and institutional domain decisions. While, Kottennavar, G.R. (2016) ^[8] 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

Objectives of the Study

The objectives of the study were as follows:

1. To find out the variance (if any) among teachers of different gender, streams and type of schools on various dimensions of participation in administration variable
2. To find out the variance (if any) among male and female teachers of government schools on various dimensions of participation in administration variable
3. To find out the variance (if any) among male and female teachers of private schools on various dimensions of participation in administration variable
4. To study the variance (if any) among male and female teachers of science stream on various dimensions of participation in administration variable
5. To study the variance (if any) among male and female teachers of arts stream on various dimensions of participation in administration variable

Hypotheses of the study

The researchers formulated the following null hypotheses:

1. There is no significant difference among teachers of different gender, streams and type of schools on various dimensions of participation in administration variable

2. There is no significant difference among male and female teachers of government schools on various dimensions of participation in administration variable
3. There is no significant difference among male and female teachers of private schools on various dimensions of participation in administration variable
4. There is no significant difference among male and female teachers of science stream on various dimensions of participation in administration variable
5. There is no significant difference among male and female teachers of arts stream on various dimensions of participation in administration variable

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 teaching science and art stream subjects 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.) ‘T-’ test and F-test as statistical measures were employed

Analysis of Data & Interpretation

Table 1: Analysis of Variance among Teachers of Different Gender, Streams and Type of Schools on Various Dimensions of Participation in Administration Variable

S. No	Dimensions	Source of Variation	Sum Square	D f	Mean Square	F- Ratio	Significance level
1	Planning	Between Groups	1121.55	7	160.22	8.37	Significant at 0.01 level
		Within Group	1856.31	97	19.14		
2	Organizing	Between Groups	550.82	7	78.69	20.71	Significant at 0.01 level
		Within Group	368.41	97	3.80		
3	Communicating	Between Groups	1221.50	7	174.50	6.78	Significant at 0.01 level
		Within Group	2496.22	97	25.73		
4	Controlling	Between Groups	1060.15	7	151.45	13.17	Significant at 0.01 level
		Within Group	1115.70	97	11.50		
5	Evaluating	Between Groups	227.10	7	32.44	3.82	Significant at 0.01 level
		Within Group	822.86	97	8.48		
	Overall Scores	Between Groups	17967.22	7	2566.75	10.57	Significant at 0.01 level
		Within Group	23549.70	97	242.78		

The study of Table-1, clearly indicates that the variance among teachers of different gender, streams and type of schools on various dimensions of participation in school administration variable *i.e.* planning, organizing, communicating, controlling and evaluating as well as on overall scores were highly significant. It was observed that on each dimension, the teachers of eight groups were varied significantly at 0.01 level of confidence. [Table values -F.05 (7, 97) = 2.10 & F.01 (7, 97) = 2.82]. However, the value of variance was found highest for the dimension Organizing

(F=20.71, p=.01) followed by Controlling (F=13.17, p=.01). Variance on overall scores was also found highly significant (F=10.57, p=.01).

On the basis of above results, it can be said that gender, stream and type of schools collectively play a significant role in reference to difference in their participation in school administration. Similarly, Chakravathy, S (2015) [6] and Kottennavar, G.R. (2016) [8] reported the same findings in their studies. On the basis of above discussion, the first hypothesis was rejected.

Table 2: Comparison of scores of government school teachers of different gender on various dimensions of participation in administration variable

S. No	Dimensions	Government School Male Teachers		Government School Female Teachers		t -value	Level of Significance
		N ₁ = 17		N ₂ = 18			
		Mean ₁	SD ₁	Mean ₂	SD ₂		
1.	Planning	24	1.54	15	5.02	7.03	0.01
2.	Organizing	29	1.03	25	2.64	5.80	0.01
3.	Communicating	33	1.38	26	4.76	5.79	0.01
4.	Controlling	24	1.10	18	3.42	6.82	0.01
5.	Evaluating	20	0.48	16	2.21	7.14	0.01
	Overall Scores	129	3.96	101	14.95	7.45	0.01

Data given in table reveal that the mean values of government school male teachers are higher on each dimension as well as on overall scores (M₁=24, 29, 33, 24, 20, 129, respectively) than their counterpart female teachers (M₂ =15, 25, 26, 18, 16, 101, respectively) which shows that male teachers participate in the school administration more actively rather than their counterpart female teachers of government schools.

Also, on level of significance, the mean difference between these two groups was found highly significant as the ‘t’ value was found higher than table value on each dimension as well as on overall scores at both levels of significance 0.05 & 0.01 (t = 7.03, 5.80, 5.79, 6.82, 7.14, 7.45, respectively,) at 34 degree of freedom. On the basis of above analysis, the second hypothesis was totally rejected.

Table 3: Comparison of scores of private school teachers of different gender on various dimensions of participation in administration variable

S. No.	Dimensions	Private School Male Teachers		Private School Female Teachers		t -value	Level of Significance
		N ₁ = 34		N ₂ = 36			
		Mean ₁	SD ₁	Mean ₂	SD ₂		
1	Planning	16	4.13	15	5.85	0.83	ns
2	Organizing	24	4.05	23	3.10	1.15	ns
3	Communicating	24	4.85	23	6.24	0.75	ns
4	Controlling	16	3.59	15	3.71	1.15	ns
5	Evaluating	16	3.59	15	2.89	1.28	ns
6	Overall Scores	97	15.53	91	17.92	1.50	ns

Data given in table reveal that like the government school male teachers, the mean values of private school male teachers are higher on each dimension as well as on overall scores (M₁=16, 24, 24, 16, 16, 97 respectively) than their counterpart female teachers (M₂ =15, 23, 23, 15, 15, 91 respectively) which shows that male teachers participate in the school administration more actively rather than their

counterpart female teachers of private schools. But on level of significance, these two groups on different dimension as well as on overall scores as the ‘t’ values were found lower than table values at both level of significance 0.05 & 0.01 (t = 0.83, 1.15, 0.75, 1.15, 1.28, 1.50, ns) at 69 degree of freedom. On the basis of above analysis, the third hypothesis was accepted.

Table 4: Comparison of scores of male and female teachers of science stream on various dimensions of participation in administration variable

S. No	Dimensions	Science Stream Male Teachers		Science Stream Female Teachers		t -value	Level of Significance
		N ₁ = 33		N ₂ = 19			
		Mean ₁	SD ₁	Mean ₂	SD ₂		
1	Planning	19	4.48	17	5.31	1.36	ns
2	Organizing	25	4.50	23	2.80	1.94	ns
3	Communicating	26	5.85	25	5.38	0.61	ns
4	Controlling	18	4.82	16	3.46	1.70	ns
5	Evaluating	17	3.44	16	3.13	1.10	ns
6	Overall Scores	105	19.34	96	17.70	1.68	ns

Data given in table reveal that the mean values of science stream male teachers are higher on each dimension as well as on overall scores (M₁=19, 25, 26, 18, 17, 105 respectively) than their female teachers (M₂ =17, 23, 25, 16, 16, 96 respectively) which shows that male teachers participate in the school administration more actively rather than their counterpart female teachers of science stream.

But on level of significance, the mean difference between these two groups on different dimensions as well as on overall scores was found insignificant as the ‘t’ value was found lower than table value on each dimension as well as on overall scores at both level of significance 0.05 & 0.01 (t = 1.36, 1.94, 0.61, 1.70, 1.10, 1.68, ns) at 51 degree of freedom. On the basis of above analysis, the forth hypothesis was accepted.

Table 5: Comparison of scores of male and female teachers of arts stream on various dimensions of participation in administration variable

S. No	Dimensions	Arts Stream Male Teachers		Arts Stream Female Teachers		t -value	Level of Significance
		N ₁ = 18		N ₂ = 35			
		Mean ₁	SD ₁	Mean ₂	SD ₂		
1	Planning	19	5.73	14	5.63	2.98	0.01
2	Organizing	27	2.95	24	3.32	3.30	0.01
3	Communicating	29	4.74	23	5.97	3.92	0.01
4	Controlling	20	4.72	17	3.99	2.26	0.05
5	Evaluating	18	3.16	16	2.43	2.30	0.05
6	Overall Scores	113	20.26	94	17.35	3.32	0.01

Data given in table reveal that the mean values of arts stream male teachers are higher on first, second, third, fourth and fifth dimensions named planning, organizing, communicating, controlling and evaluating as well as on overall scores ($M_1=19, 27, 29, 20, 18, 113$ respectively) than their counterpart arts stream female teachers ($M_2 =14, 24, 23, 17, 16, 94$ respectively) which shows that male teachers participate in the school administration more actively rather than their counterpart female teachers of arts stream. Also, on level of significance, these two groups were varied significantly on different dimensions *i.e.* planning, organizing and communicating as well as on overall scores at both level of significance 0.05 & 0.01 ($t = 2.98, 3.30, 3.92, 3.32, p= 0.01$) and on controlling and evaluating dimensions it was significant at 0.05 level ($t =2.26, 2.30, p= 0.05$) at 52 degree of freedom. On the basis of above analysis, the fifth hypothesis was rejected.

Major Findings

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

- Gender, stream and type of schools collectively play a significant role in reference to difference among teachers and their participation in school administration.
- Government school male teachers participate more actively in the school administration and keep significant difference with their counterpart government school female teachers
- Male and female teachers of private school are not significantly differ in reference to their participation in school administration
- science stream male and science stream female teachers are not significantly differ in reference to their participation in school administration
- Arts stream male teachers participate more actively than arts stream female teacher in the school administration activity named – planning, organizing, communicating, controlling and evaluating as well as overall participation in the administration.-
- arts stream male teachers and arts stream female teachers keep significant difference in reference to their participation in school administration
- In each group, male teachers have scored higher mean values than female counterparts

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.

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, for understanding the causes of low participation as well as developing the quality of education.

The findings of this study may be useful in building up a theory in reference to teachers' participation in the administration at secondary level. Educational leaders should promote teachers' actual involvement in administration concerning their duties and opportunities for development, particularly for women. 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 administration activity such as planning, organizing, communicating, controlling and evaluating then they must utilize the teachers' knowledge and experience as well, which may generate positive attitude and satisfaction among teachers.

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