



DIFFERENCE IN PARTICIPATION OF TEACHERS IN SCHOOL ADMINISTRATION AS RELATED TO THE TYPE OF SCHOOL AND STREAM OF TEACHING

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Abstract

Teachers' participation in school administration is a vital component. Beside their general duty of classroom teaching, they have to perform many other duties to support the administrative process of school. These duties have changed with the passage of time, place and type of school management. The successful working of school depends upon the administration for which there should be a suitable environment for teachers' participation in it. This paper explores the differences in five possible school administrative areas for teachers' participation in relation to the type of school they are teaching (govt. and private) and their stream of teaching (science and arts). The study was designed on descriptive survey research, targeting the population of all trained graduate teachers in govt. and private secondary schools of Himachal Pradesh. The stratified random sampling technique was used to select a sample of 200 secondary school trained graduate teachers from Kullu district of the H.P. state. Teacher's Participation in School Administration Scale developed by Taj, Haseen (2000) was used in this study. The study revealed that trained graduate teachers from government and private school differ significantly on planning, communicating, controlling, evaluation areas and overall participation in school administration but do not differ on organising component of the school administration. Trained graduate teachers working in government schools were higher on planning, communicating, controlling, evaluation and overall participation in school administration than their counterparts' trained graduate teachers (T.G.Ts) working in private schools. There exists no significant difference in mean scores of science and arts trained graduate teachers on planning, organizing, communicating, controlling, evaluation and overall areas of teachers' participation in school administration. The study recommends teacher empowerment in their participation in school administration.

Keywords: *teacher participation, planning, organising, communicating, controlling and evaluation*

INTRODUCTION:

Teacher participation is a trend that is set to transform 'top-down' approaches, which reduced teachers to tools of implementing policies and decisions without making any meaningful contribution (Bezzina 1997). It encourages teachers to improve the quality of their profession and workplace, which may result in a less stressful, more satisfying and motivating environment. Transformation of schools from traditionally non-democratic structures to modern democratic institutions presents a serious challenge to schools. It requires that teachers be empowered by increasing their decision-making powers at school level (Taylor, Thompson & Bogotch 1995). If schools are to succeed in encouraging teacher participation they must redesign their management processes to help teachers to develop the skills and discipline needed for them to participate in order to reap all the benefits of participation (McLagan & Nel 1995). The responsibility for the overall management and administration of every school rests with the school principals. However, efficient administration of schools cannot be realized if it is left to the school administrators alone. To bring this into reality teachers' participation in the administration of schools is of vital importance. As indicated by UNESCO (1972) more involvement of teachers in school policy making may be needed when change is taking place. A comprehensive set of policies is a prerequisite for the efficient operation of any school. For instance, students' admission policy, promotion policy, policy for working hours and policy for teaching load are some of the possible areas of staff participation in schools.

Akinwumi & Jayeoba (2004) define school administration as the scientific organization of human and material resources and programs available for education and using them systematically and precisely to achieve educational goals. There are various methods for getting things done. Before it is adopted every method must be planned in detail. Planning must precede every performance. Organisation is the machine for getting things done. It is chiefly concerned with provision, arrangements and man power which enables the administration to carry out its obligations. Direction represents leadership, which has a key role to play in administration. In administration, there is always the involvement of a number of thing and person. It is the domain of coordination which produces in all of them a sort of oneness, single-mindedness and collective effort. Since administration is a dynamic process, it has to be reviewed from time to time. Even if the institution is going on smoothly, the possibility must be explored to run it more smoothly. There cannot be any peak in efficiency.

Wood (1984) suggested that the primary source of teacher skepticism over participation is the failure to include teachers in the setting of agenda. Rosenhultz (1985) found that teachers feel ownership and commitment of the process when involved in decision making process. Ashton and Webb (1986) found that those teachers (both male and female) expressed dismay and frustration over their inability to influence the process of decision making. They felt that they were not consulted, irrespective of their ages, experience and qualifications and they were made to feel that they could not make good decision. Ashton and Webb (1986) found that teachers' self-esteem grows when they feel they are involved in decision making which is something worthwhile and they doing it in a competent manner and they are recognized for their accomplishment. Ibukun (1989) observed that teachers in Nigeria expressed a desire for more involvement in decision making process irrespective of age, experience and qualifications. Okoye (1997) opined that workers should be involved in decisions that concern them like the general working conditions, fringe benefits and even staff development programs as this adds to the attractiveness of the organizational climate. Joy (1998) considered promotions into school administration as the joint occurrence of two sequential events i.e. teacher preference for promotion and school board selection of administrators. Key results show that when proxy controls for teachers' desire for promotions and credentials are in place, men are more likely than women to be selected for promotion during the school year. Awotua-Efebo (1999) found that lack of teachers involvement in decision making lead to non- achievement of goals of organization. Newcombe and McCormick (2001) examined teachers' role in school-based budgeting and discovered that teachers' actual involvement in both first-order and technical financial decision-making was positively associated with trust in the decision-making process and its leaders. Leech et.al. (2003) pointed out that diverse context of teacher participation produce different outcomes. Jongmans (2004) explored that teachers with a restricted professional orientation participate less in school policy than teachers with an extended professional orientation. Mullins (2005) found that staff participation in decision making leads to higher performance. Udoh and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy. Courtney et.al. (2010) investigated that teacher experience; education, ethnicity, and self-efficacy were not significantly related to their participation. Wadesango (2010) reported that teachers were insignificantly involved in decision-making despite their eagerness to involve. Sarafidou and Chatziioannidis (2013) examined teacher involvement in different

domains of decision making in Greek primary schools and found quite high actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions.

METHODOLOGY

PROCEDURE

In the present study, survey method under descriptive research was employed as the purpose of the study was to simply find out the difference in school administration participation among govt. and private schools T.G.Ts and also to find out the difference in participation of science and arts T.G.Ts in school administration.

SAMPLE

In the present study population comprises of the trained graduate teachers belonging to science & arts stream of government & private secondary schools of Himachal Pradesh. Sample of 200 trained graduate teachers of secondary schools of Kullu District was taken, out of which 100 T.G.Ts were from govt. schools and 100 T.G.Ts were from private schools. Out of 100 govt. trained graduate teachers, 50 were from science stream and 50 were from arts stream. Similarly out of 100 private trained graduate teachers 50 were from science stream and 50 were from arts stream.

TOOL USED

Teacher's Participation in School Administration Scale developed by Dr.(Mrs.) Taj, Haseen (2000) was used in this study. It consists of 27 items selected under different areas such as : Planning (5 items) ; Organising (6 items) ; Communicating (7 items) ; Controlling (5 items) ; Evaluating (4 items). These five areas adequately cover the teachers' participation in school administration and also possess the adequate conceptual framework and content validity. This scale has adequate reliability and validity indices.

STATISTICAL TECHNIQUES USED

Mean, S.D. and 't'-test were used in the present investigation for analysis of the data.

RESULTS

The results of 't' tests with regard to T.G.Ts' participation in school administration of government and private secondary schools are given in table 1.

Table 1

Significance Difference in the Mean Scores of T.G.Ts' Participation in School Administration working in Government and Private schools

Area of Teacher's Participation in School Administration	T.G.Ts from Govt. Schools N=100	T.G.Ts from Private Schools N=100	't' Value
Planning	M=19.71,SD=4.63	M=14.22,SD=5.03	8.03**
Organising	M=23.29,SD=4.45	M=23.12,SD=4.63	.27
Communicating	M=26.46,SD=5.66	M=22.99,SD=5.51	4.39**
Controlling	M=18.79,SD=4.47	M=13.83,SD=3.72	8.53**
Evaluation	M=16.70,SD=2.89	M=14.34,SD=3.10	5.57**
Overall	M= 104.95,SD=18.65	M=88.50,SD=17.72	6.39**

Table 1 shows that all the 't' values except the second ($t = .27$) are found to be highly significant ($P < .01$, $df = 198$). This leads to the assertion that there exist significant differences among T.G.Ts working in govt. and private schools on planning, communicating, controlling and evaluation areas of school administration. Further, mean scores of T.G.Ts working in government schools have higher values on planning, communicating, controlling and evaluation than their counterparts T.G.Ts working in private schools. Table 1, further shows that the last 't' value (6.39) comparing mean scores of overall participation in school administration of T.G.Ts working in govt. and private secondary schools is highly significant, and the mean score of T.G.Ts working in government schools is greater than the mean score of T.G.Ts working in private schools. From this it may be inferred that overall participation in school administration of T.G.Ts working in government schools is more as compare to their counterparts T.G.Ts working in private schools. The results of 't' tests with regard to science and arts T.G.Ts' participation in school administration are given in table 2.

Table 2

Differences in the Mean Scores of Science and Arts T.G.Ts' Participation in School Administration

Areas of Teacher's Participation in School Administration	Science T.G.Ts N=100	Arts T.G.Ts N=100	't' Value
Planning	M=16.72, SD=5.83	M=17.21, SD=5.28	.62
Organising	M=22.79, SD=4.40	M=22.46, SD=4.45	1.30
Communicating	M=24.07, SD=6.15	M=25.38, SD=5.46	1.60
Controlling	M=15.92, SD=4.64	M=16.70, SD=4.95	1.51
Evaluation	M=15.28, SD=3.36	M=15.76, SD=3.05	1.06
Overall	M=94.78, SD=19.83	M=98.67, SD=19.94	1.38

Table 2 showed that there exist no significant difference in mean scores of science and arts T.G.Ts on planning, organising, communicating, controlling, evaluation and overall teachers' participation in school administration i.e. science and arts T.G.Ts are almost similar on their participation in school administration. From these two tables, it is clear 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. Further, govt. teachers participate more in school administration than private teachers may be because of the fact that they get more chance to participate and more democratic environment is provided to them than their counter part private school teachers. Further, professional development programs are only available for govt. T.G.Ts which also enhances their participation in school administration.

RECOMMENDATION

The study recommends teacher empowerment in their participation in school administration in all type of schools for all type of teachers. This implies that teachers need the opportunity and space to participate in decision making at a level that is beyond the classroom. Such involvement provides the platform through which teachers' creativity contribute to the running of their schools. Allowing teachers access to meaningful participation in major school issues may provide a fertile ground for them to look through themselves with respect and dignity. Teachers are likely to regard this climate with esteem and trust. Furthermore, they may also feel respected if their interests and expertise are recognized in their participation in school administration.

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