

**TEACHERS PARTICIPATION IN SCHOOL ADMINISTRATION: A STUDY ON
GENDER DIFFERENCE****Ajay Kumar Attri, Ph. D.**

Assistant Professor (Education)

ICDEOL, Himachal Pradesh University, Summerhill (H.P) INDIA

Abstract

Teachers' participation in school administration is advantageous to the provision of good education. It is justified not only because of what it does for the staff but also because experience and research justify it to be the most effective means available to accomplish the purposes to which the schools are organized. The successful working of school depends upon the administration for which there should be suitable environment for teachers' participation in it. This paper explores the gender difference in five possible school administrative areas for teachers' participation. The study was designed on descriptive survey research, targeting the population of all trained graduate teachers in govt. and private secondary schools of Himachal. The stratified random sampling technique was used to select a sample of 200 (100 male and 100 female) 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 participation of male trained graduate teachers in communicating and controlling areas of school administration is higher as compare to female trained graduate teachers. Further, male and female trained graduate teachers are almost similar on their participation in planning, organizing and evaluation areas of school administration. It was recommended that policy makers and school administrators should increase the extent to which they involve teachers in school administration to improve the quality of their participation and boost their morale in their performance of duty

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



Scholarly Research Journal's is licensed Based on a work at www.srjis.com 4.194, 2013 SJIF

INTRODUCTION: The complexity of human relations and activities in present schools has increased the need for teachers' participation in school administration. Teachers' participation in school administration is advantageous to the provision of good education. It is justified not only because of what it does for the staff but also because experience and research justify it to be the most effective means available to accomplish the purposes to which the schools are organized. Emphasizing this, for example, Conway (1976) assumes that there is a direct relationship between participation and increased morale, productivity, and the general effectiveness of the organizations. The most important duty of the teacher is classroom instruction along with other duties which the teacher performs, such as managing the pupils, looking after instructional supplies, directing out of class activities of pupils, caring for school facilities, participating in the planning of expenditure, keeping records, making reports and cultivating wholesome relations with the community are usually regarded as entirely incidental to the major responsibility of instruction. Such duties challenge the management skill of the teacher. Scientific manpower training is considered a national concern and teachers must be trained as per field requirements (Yousuf, et. al. 2011). 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 plant, management of human equipment and management of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities (Shahid, 2000). Participation of teachers in planning helps the school administrators to direct their effort towards the school goal. It also enables every staff member to know what to do at each stage of implementation of the plan. Regarding this, Wilson (1988) says, "Where planning is done jointly there is collective responsibility for the decision." This shows that the participation of teachers in planning is important not only to maintain good interpersonal relationships but also to strengthen administrative efficiency.

The sex of teachers is one variable in determining teachers' participation in school administrative functions. Malik (1969), on this part, has indicated that male academic staff members advocate considerably more staff participation. Furthermore; researchers like Griffith (1979), Conway (1980) and Riley (1984) believe that females attend more frequently association meetings than their male counterparts. Indik, Seashore and Siesinger in Riley (1984) have theorized that

because of societal expectations women are more passive and less inclined to participate in organizational decision making. Similarly, Belasco and Alutto in Riley (1984) have pointed out that females participate less than males and desire lower level of participation. Women are also reported as better planners than men (Shakeshaft, 1989). Shakeshaft (1989) further has revealed that women had perceived as more democratic and participatory than men in their styles of making decisions. According to Walker (1993), women in management and managerial positions are subject to pressures and experiences which are not experienced by men and they share some of the same work-related activities as their male counterparts. Emeneke (2004) found that women are marginalized in decision making process. Review of these studies pointed out that there was scarcity of researches related to participation of teachers in school administration. Still some researchers attempted to find out the differences in decision-making of teachers and teacher participation. But no research has been found on gender difference in school administration participation of teachers on these dimensions. So this research will definitely fill the existing research gap in the field of teachers' participation in school administration.

OBJECTIVES: The objectives of the study were:

1. To study and compare area wise and overall difference in school participation of male and female T.G.Ts working in govt. school.
2. To study and compare area wise and overall difference in school participation of male and female T.G.Ts working in private school.

HYPOTHESES: The following Hypotheses were framed in this study:

1. There is no significant difference in area wise and overall school participation of male and female T.G.Ts working in govt. school.
2. There is no significant difference in area wise and overall school participation of male and female T.G.Ts working in private school.

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 participation of male and female T.G.Ts in their 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 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 male and 50 were female T.G.Ts. Similarly out of 100 private trained graduate teachers 50 were male and 50 were female T.G.Ts.

TOOL USED: Teacher's Participation in School Administration Scale developed by Dr. Taj, Haseen (2000) was used in this study. It consist 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 also.

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

RESULTS: To study and compare area wise and overall difference in school administration participation of male and female trained graduate teachers working in govt. schools was one of the objectives of the study. The results of 't' test with regard to teachers' participation in school administration of male and female trained graduate teachers working in government schools are given in table1.

Table 1: Difference in School Administration Participation of Male and Female Trained Graduate Teachers Working In Govt. Schools

Dimensions of Teacher's Participation in School Administration	Male T.G.Ts working in School N=50	Female working in Government Teachers N=50	't' Value
1.Planning	M=20.86,SD=4.03	M=18.56,SD=4.93	2.55*
2.Organising	M=24.12,SD=4.33	M=22.46,SD=4.45	1.89
3.Communicating	M=27.84,SD=5.53	M=25.08,SD=5.49	2.50*
4.Controlling	M=19.60,SD=4.57	M=17.98,SD=4.24	1.83
5.Evaluation	M=16.68,SD=2.83	M=16.72,SD=2.96	.07
Overall	M=109.10,SD=18.11	M=100.80,SD=18.42	2.27*

Table 1 shows that the ‘t’ values comparing mean scores of male and female government school trained graduate teachers on planning ($t = 2.55$) and communicating ($t = 2.50$) found to be significant at .05 level. Further, mean scores of male trained graduate teachers working in government schools is higher on planning ($M = 20.86 > M = 18.56$) and communicating ($M = 27.84 > M = 25.08$) than their counterparts female trained graduate teachers working in government schools i.e. male T.G.Ts are more planner and communicator than female T.G.Ts of govt. schools. Also, overall participation in school administration of male T.G.Ts is higher ($M = 109.10$) as compare to as compare to their counterparts female T.G.Ts ($M = 100.80$). The remaining ‘t’ values are found to be non-significant. This leads to the assertion that there exist no significant differences in male and female trained graduate teachers on organizing, controlling and evaluation areas of school administration.

To study and compare area wise and overall difference in school administration participation of male and female trained graduate teachers working in private school was the another objective of the study. The ‘t’ values with regard to teachers’ participation in school administration of male and female trained graduate teachers working in private schools are given in table 2.

Table 2: Difference in Male and Female Private School Trained Graduate Teachers’ Participation in School Administration

Areas of Teacher’s Participation in School Administration	Male T.G.Ts working in Private Schools N=50	Female T.G.Ts working in Private Schools N=50	‘t’ Value
Planning	M=14.20, SD=5.61	M=14.24, SD=4.45	.40
Organising	M=22.32, SD=4.43	M=23.92, SD=4.74	1.75
Communicating	M=24.40, SD=5.12	M=21.58, SD=5.57	2.63**
Controlling	M=14.58, SD=3.85	M=13.08, SD=3.47	2.04*
Evaluation	M=14.14, SD=3.19	M=14.54, SD=3.03	.64
Overall	M= 89.64, SD=19.26	M=87.36, SD=16.15	.64

Table 2 shows that the third ‘t’ value comparing mean scores of male and female private school trained graduate teachers on communicating area of teacher participation in school administration is found to be highly significant ($P < .01$, $df = 98$, $t = 2.63$). Further, mean score of

private school male T.G.Ts is higher than female T.G.Ts on this area, which implies that private school male T.G.Ts are more communicators than female T.G.Ts. The fourth 't' value comparing mean scores of private school male and female trained graduate teachers on controlling is found to be significant ($P < .05$, $df = 98$, $t = 2.04$). Also, mean score of private school male T.G.Ts ($M = 14.58$) is higher than female T.G.Ts ($M = 13.08$) on controlling, which implies that private school male T.G.Ts are more controller than female T.G.Ts.

The remaining 't' values are found to be non-significant ($P > .05$, $df = 98$). This leads to the assertion that there exist no significant difference in private school male and female trained graduate teachers on planning, organizing, evaluation and overall participation in school administration. From this it may be inferred that private school male and female trained graduate teachers are almost similar on planning, organizing, evaluation and overall participation in school administration.

RECOMMENDATIONS: Educational leaders should promote forms of participation in school administration that increase teachers' actual involvement in decisions concerning their duties and opportunities for development and should also provide more sharing on issues concerning the school administration, particularly for women. The study includes implications for the redesign of graduate level teacher education programs to enhance their impact and effectiveness. Range of conditions need to be place in schools for teacher leadership to be successful, including a culture of trust and support, structures that support teacher leadership but are clear and transparent, strong leadership, with the head usually being the originator of teacher leadership. It is recommended that administrators evolve a mechanism for inviting more participation of female teachers in different decisional domains of school administration.

REFERENCES

- Conway, J.A. (1980). "Power and Participatory Decision-Making in Selected English Schools."
In Tony Bush and other; *Approaches to School Management*. London: Harper & Row, Publishers, 210-230.
- Emenke(2004), Myths and Realities: A Study of Elechi Amadi's *The Concubine Isaac*, *Journal of Educational and Social Research*. 2 (4) , 33-65

- Malik, J.A., (1969). A Study of Faculty Participation in Decision Making in Oregon Community College. Eugene: School of Education.
- Riley, D. (1984). Teacher Utilization of Avenues for Participatory Decision-Making. *The Journal of Educational Administration*. 22(1), 35-46.
- Shahid, S. M. (2000). *Educational Administration*. Lahore: Mageed Book Depot.
- Shakeshaft, C. (1989). *Women in Educational Administration*. New Delhi: Sage Publications.
- Taylor, D. L., Thompson, B. & Bogotch, I. E. 1995. A Typology of School Climate Reflecting Teacher Participation A Q-technique Study. *Research in the Schools*, 2(2). 51- 57
- Walker, C. (1993). "Black Women in Educational Management." In Jenny Ozqa, *Women in Educational Management*. Buckingham: Open University Press, 16-24.
- Wilson, J.D. (1988). *Appraising Teachers' Quality*. London: Macdonald and Evan Ltd.
- Yousuf, M. I., Imran, M., Sarwar, M. & Ranjha, A. N. (2011). A study of Noncognitive variables of academic achievement at higher education: Nominal Group Study. *Asian Social Science*, 7(7), 53-58.

