



A CRITICAL ANALYSIS OF SECONDARY TEACHERS' PARTICIPATION IN SCHOOL ADMINISTRATION

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ABSTRACT

KEYWORDS:
*teacher's participation,
School administration,
democratic leadership.*

In the present investigation, an attempt has been made to find out the secondary teacher's participation in school administration with special reference to five districts of Hyderabad Karnataka region. Teacher's participation in school administration scale constructed and standardized by Haseen Taj was used. The results reveal that male and female teachers, who are teaching arts and science subjects of Govt. and Private did not show significant difference in relation to planning, organisation, communication, controlling and evaluation.

INTRODUCTION

School administration is a process that includes the combined operation of a large number of persons whereby the whole fabric of education in the school is maintained in good working conditions.

In the school, headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional competence will largely depend the tone and efficiency of the school. He should be a good leader to be able to inspire teachers who work under his direction. In a democracy, he cannot drive them. He should follow democratic leadership which is aimed at increasing the effectiveness and improvement of staff and school. Hushdil (1985) found both teachers and principal's regards the democratic role as important for school effectiveness. It is important for a headmaster to realise that, he is a head-teacher, that many teachers are as well qualified as experienced and as capable as himself and hence they must be given a positive say in matter of school administration. Das (1990) and Shukla (1980) found positive relationship between head's administrative – behaviour and teachers attitude towards work.

The headmaster and teachers can educate each other about new developments in educational theory and practice. Teachers are responsible to bring the desired standards of conduct in the school. So they need to be given a much bigger share in actual day-to-day administration of the school. Ganapathy (1982) observed that headmaster consulted all teachers while analysing the felt need. It was also found by Rajeeva Lochana (1981) that there was a negative relationship between dogmatism of the school heads and their teachers morale. Similar findings were reported by Mahant (1979), Naik (1982) and Panda (1975).

OBJECTIVES

1. To know the teachers participation in school planning.
2. To know the teachers participation in school organization.
3. To study the teachers participation in developing communication in school.
4. To study the teachers participation in evaluation.

HYPOTHESES

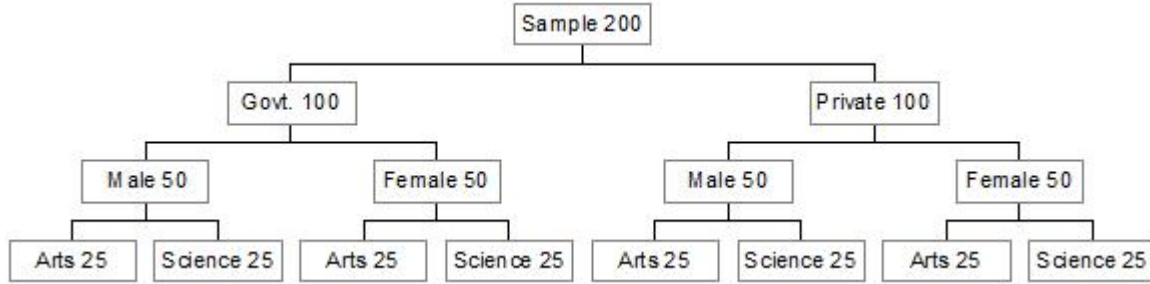
1. There is no significant difference between male and female secondary teachers in respect to their participation in school administration.
2. There is no significant difference between Govt. and private secondary teachers in respect to their participation in school administration.
3. There is no significant difference between Arts and Science secondary teachers in respect to their participation in school administration.

METHODOLOGY

a) Sample:

The study was conducted on a sample of 200 secondary school teachers of Gulbarga District. Cluster sampling technique was used in the present investigation.

b) Distribution of sample:



c) Tool used:

Teacher’s participation in school administration scale constructed and standardized by Haseen Taj was used. It has been based on the five areas, planning, organising, communicating, controlling and evaluating. The responses are recorded against each item under the five point scale, always, frequently, occasionally, rarely and never and they have cells (D) against each response. In this rating scale there were no negative items, all scale items positive and they were scored equally. The scale continuum has been provided five points on the principle of equal appearing intervals pattern

and arbitrary weights for each scale point was assigned as follows: The Always’ point was given five (5) credits and ‘Never’ was scored as one (1) credit and three middle points frequently, occasionally and rarely were scored 4, 3, and 2 respectively.

ANALYSIS OF DATA AND DISCUSSION

The ‘Percentile’, ‘means’, ‘standard deviations’ were computed for different sub-samples viz., male and female secondary teachers, Govt. and Private, Arts and Science teachers. To find out the significance of difference between the sub-samples the t-test was employed.

Areas	Sample	N	Mean	SD	t-value		Obtained value	Level of significance
					0.01	0.05		
Planning	Male	100	18.24	11.36	2.75	2.04	4.63	Significant
	Female	100	13.21	7.67				
	Govt.	100	21.29	5.48	2.75	2.04	4.06	Significant
	Private	100	13.54	6.42				
	Arts	100	21.34	4.82				
Science	100	14.33	13.91	2.75	2.04	3.89	Significant	
Organising	Male	100	29.84					11.56
	Female	100	19.56					14.53
	Govt.	100	27.05					6.23
	Private	100	14.91					4.24
	Arts	100	35.02	2.53				
Science	100	33.83	7.01	2.75	2.04	3.34	Significant	
Communicating	Male	100	32.00					2.76
	Female	100	17.20					0.84
	Govt.	100	18.68					0.76
	Private	100	3.68					6.62
	Arts	100	16.02	5.50				
Science	100	22.03	7.42	2.75	2.04	3.43	Significant	
Controlling	Male	100	29.38					4.32
	Female	100	12.14					8.36
	Govt.	100	19.13					4.62
	Private	100	12.23					11.36
	Arts	100	18.24	7.67				
Science	100	13.21	8.90	2.75	2.04	0.02	Not significant	
Evaluating	Male	100	26.4					0.21
	Female	100	79.10					0.51
	Govt.	100	12.17					0.69
	Private	100	3.89					4.13
	Arts	100	35.21	2.53				
Science	100	31.83	2.45	2.75	2.04	3.28	Significant	

Table – 1 The above table reveals the ‘t’-test value of different sub-samples in the study. The ‘t’-test has been applied to find out whether there exists any significant difference between the sub-samples. The ‘t’-value obtained by the secondary school teachers were 4.63, 4.06, 4.19, 3.89, 4.63, 3.28, 3.34, 4.06, 3.43, 5.88, 4.63 and 3.28 respectively. These values were greater than the table value of 2.75 and 2.04 at 0.01 and 0.05 level of significance. Therefore, the null hypotheses were accepted in favour of stated hypotheses. Therefore null hypotheses were accepted in favour of stated hypotheses. The ‘t’ values 0.02, 0.02 and 0.40 were less than the table values of 2.75 and 2.04 at 0.01 and 0.05 level of significance respectively. Therefore null hypotheses were rejected in favour of alternative hypothesis.

FINDINGS AND CONCLUSIONS

1. There is significant difference between male and female teachers in their planning area of school administration.
2. There is significant difference between Govt and Private school teachers in their planning area of school administration.
3. There is significant difference between Arts and Science teachers in their planning area of school administration.
4. There is significant difference between male and female teachers in their organisation area of school administration.
5. There is significant difference between Govt and Private school teachers in their organisation area of school administration.
6. There is significant difference between Arts and Science teachers in their organisation area of school administration.
7. There is significant difference between male and female teachers in their communicating area of school administration.
8. There is significant difference between Govt and Private school teachers in their communicating area of school administration.
9. There is significant difference between Arts and Science teachers in their communicating area of school administration.
10. There is significant difference between male and female teachers in their controlling area of school administration.
11. There is significant difference between Govt and Private school teachers in their controlling area of school administration.

12. There is significant difference between Arts and Science teachers in their controlling area of school administration.
13. There is significant difference between male and female teachers in their evaluating area of school administration.
14. There is significant difference between Govt and Private school teachers in their evaluating area of school administration.
15. There is significant difference between Arts and Science teachers in their evaluating area of school administration.

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