

A Critical Analysis of Secondary School Teacher's Participation in School Administration

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I. 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 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 role as important for school effectiveness. It is important for a headmaster to be aware that, he is a head - teacher, that many teachers are as well qualified, as experienced and as capable as himself and hence there must be a positive relationship between head master's administrative - behaviour and teacher's attitude towards work. The headmaster and teachers can educate each other about new development in educational theory and practice. Teachers are responsible to bring the desired standards of conduct in the school. Ganapathy (1982) in a study observed that headmaster consulted all teachers while analyzing the felt need. It was also found by Rajeeva (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).

II. Objectives

The objectives of the study were as follows:-

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

III. Hypotheses

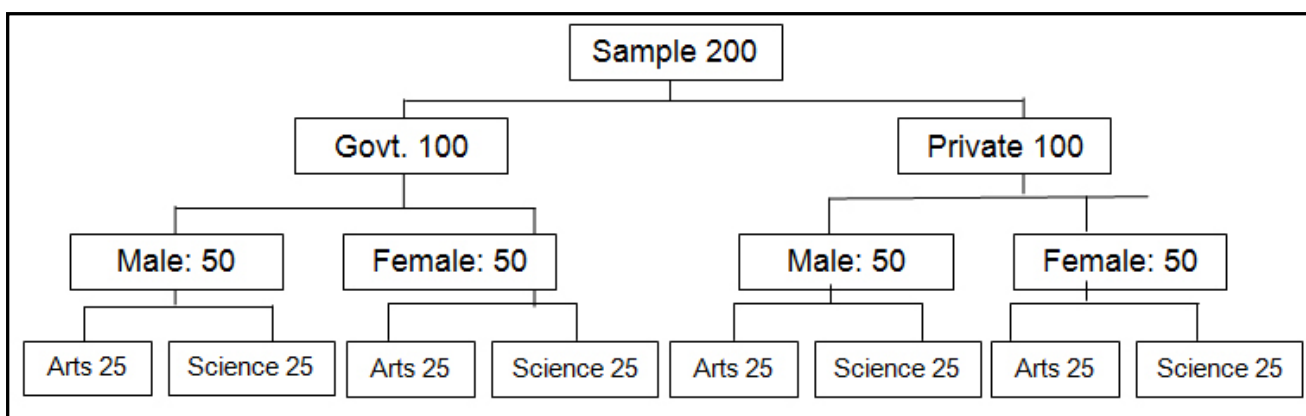
1. There is no significant difference between male and female secondary school teachers in respect to their participation in school administration.
2. There is no significant difference between government and private school secondary teachers in respect to their participation in school administration.
3. There is no significant difference between arts and science secondary school teachers in respect to their participation in school administration.

IV. 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) Tools used:

Teacher's participation in school administration scale constructed and standardized by Haseen Taj was used. It is based on the five areas like planning, organizing, 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 cell (D) against each response. In this rating scale there were no negative items, all scale items were positive and they were scored equally. The scale continuum provides five points on the principle of equal appearing intervals patterns 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.

Areas	Sample	N	Mean	SD	t- value		Obtained value	Level of Significance
					0.01	0.05		
Planning	Male	100	18.24	11.36	0.01	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	2.75	2.04	4.19	Significant
	Science	100	14.33	13.91				
Organizing	Male	100	29.84	11.56	2.75	2.04	3.89	Significant
	Female	100	19.56	14.53				
	Govt.	100	27.05	6.23	2.75	2.04	4.63	Significant
	Private	100	14.91	4.24				
	Arts	100	35.02	2.53	2.75	2.04	3.28	Significant
	Science	100	33.83	7.01				
Communicating	Male	100	32.00	2.76	2.75	2.04	3.34	Significant
	Female	100	17.20	0.84				
	Govt.	100	18.68	0.76	2.75	2.04	0.02	Not Significant
	Private	100	3.68	6.62				
	Arts	100	16.02	5.5	2.75	2.04	4.06	Significant
	Science	100	22.03	7.42				
Controlling	Male	100	29.38	4.32	2.75	2.04	3.43	Significant
	Female	100	12.14	8.36				
	Govt.	100	19.13	4.62	2.75	2.04	5.88	Significant
	Private	100	12.23	11.36				
	Arts	100	18.24	7.67	2.75	2.04	4.63	Significant
	Science	100	13.21	8.90				
Evaluating	Male	100	26.4	0.21	2.75	2.04	0.02	Not Significant
	Female	100	79.10	0.51				
	Govt.	100	12.17	0.69	2.75	2.04	0.04	Not Significant
	Private	100	3.89	4.13				
	Arts	100	35.21	2.53	2.75	2.04	3.28	Significant
	Science	100	31.83	2.45				

df=198

The above table reveals the 'f - test value of different sub-samples in the study. The 'f test was applied to find out whether there exists any significant between the sub-samples. The 'f value obtained by the secondary school teachers were 4.63, 4.06, 4.19, 3.89, 4.63, 3.28, 3.34, 4.06, 3.34, 5.88, 4.63, and 3.28, respectively. These values were greater than that the table value of 2.75 and 0.01 and 0.05 level of significance. Therefore, the null hypotheses were rejected. The obtained 'f 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 accepted in favor of stated hypotheses.

Finding and Conclusions

1. There was significant difference between male and female teachers in their planning areas of school administration.
2. There was significant difference between government and private school teachers in their planning areas of school administration.
3. There was significant difference between arts and science teachers in their planning areas of school administration.
4. There was significant difference between male and female teachers in their area of school administration.
5. There was significant difference between government and private school teachers in their planning area of school administration.
6. There was significant difference between arts and science teachers in their planning area of school administration.
7. There was significant difference between male and female teachers in their communicating area of school administration.
8. There was no significant difference between government and private school teachers in their communicating planning area of school administration.
9. There was significant difference between arts and science teachers in their communicating planning area of school administration.
10. There was significant difference between male and female

- teachers in their controlling area of school administration.
11. There was significant difference between government and private school teachers in their controlling area of school administration.
 12. There was significant difference between arts and science teachers in their controlling area of school administration.
 13. There was significant difference between male and female teachers in their evaluating area of school administration.
 14. There was no significant difference between government and private school teachers in their evaluating area of school administration.
 15. There was significant difference between arts and science teachers in their evaluating area of school administration.

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