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Participation of Higher Secondary School Teachers in School Administration

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- The female teachers should be motivated to handle any sort of pressure and workload.
- Teachers with less experience should not be kept for administration work.
- The government schools should be able to cater to needs and demands of the teacher.

Keywords: participation, administration, planning, organization, co-ordination, educational administration, school administration, secondary school teacher, community relationship.

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I. Introduction

School is one of the most important institutions in any society. It is set up by the society with a large number of objectives which are of a very important nature. It has to play a crucial role in the building up of the society which builds it. The function of developing the future citizens is entrusted to the schools. As a future citizen, the child enjoys certain rights. The society is under obligation to fulfill those rights. Organizing efficient and good schools for its children is one of the primary responsibilities of a society or state.

The efficiency of the school system can be ensured not by providing only a magnificent building to it, but by organizing and administering it on ideal lines in every way. A good building is just one small factor. There is the human element in the form of pupils, teachers and administrators without which the body of a school is incomplete and even inconceivable. Although the structure of a school is also raised by bricks and mortar but the more important things about school are the ideas, aims and the spirit behind its structure. Organization of a school is much more than a mere structure. Its administration is also not to be on the same pattern as the administration of a factory or a department.

a) Meaning of administration

According to *Theo Haimann*, (2009) "Administration means overall determination of policies, setting of major objectives, the identification of general purposes and lying down of broad programmes and projects". It refers to the activities of higher level. It lays down basic principles of the enterprise.

i. *Concept of Educational Administration*

Administration is a process of getting thing done. It is the moving force to set and keep an institution or a department in motion. To a large extent it is the agency that runs the whole show. It keeps the whole machinery well-oiled to achieve optimum results. It solves problems arising in the execution of activities and more efficient administration, possesses foresight into the problem and may check them before they arise. The entire relevant responsibilities lie with the administration. If something goes wrong it is to be held responsible. In the case of achievements, it has every right to be the major claimant of the credit. Poor

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functioning of an institution or a department is a sign of poor administration. Smooth functioning is one of the signs of good administration.

There are five clearly defined aspects of administration which throw more light on it, viz.; planning, organization, direction, coordination and evaluation.

ii. *Educational Administration and School Administration*

- Educational administration is a more comprehensive term. School administration is only a part of it but at the same time it has its own distinct status and a sphere of functioning.
- Educational administration has its primary focus on education. Whereas school administration has its attention primarily on the school. It is more concerned with the institution, its goals, policies and execution of these policies.
- Educational administration is concerned with educational policies, educational planning, direction, coordination and supervision of educational programmes. School administration is concerned only with institutional policies, their direction and control.
- Educational administration is more dynamic in nature than school administration. The former has to face problems of wider nature, variety and implications whereas the latter is concerned with the problems of a localized nature.

iii. *Need of School Administration*

Every administration exists primarily for the purpose of getting things done. The educational institutions are established for the important purpose of educating the children. This important function necessitates ideal provisions of related type and their most efficient management. A modern school system must e administered competently if we expect good results. Complexity of the school system further necessitates a competent administration for ensuring coordination and smooth functioning. On the human side, a healthy cooperation is to be ensured between pupils, teachers, parents, administrators, rulers, writers, social workers, reformers and any other well wishers of the society. On the material side, the maximum benefit is to be drawn from the combined resources of funds, buildings, groups, equipments, and other relevant articles. On the curricular side, maximum assimilation is to be obtained from the collective impact of ideas, courses of study, methods, games and all the allied activities.

Harmonious and integrated development of the children demands a balance between different provisions, opportunities and programmes. Educational administrator will ensure harmony in the functioning of his institution to ensure harmonious development. He will also produce an integration of all his resources and efforts to achieve integrated development of the children.

Educational administration is concerned both with human element and material resources. It demands an ideal coordination between these two. There cannot be haphazard approach to it. The administration of educational institutions is to set the pace for all types of administrative wings in the society. Education is a goal-oriented activity. It has to produce results and has to satisfy the demands and aspirations of the society. Educational administration has to present an example of efficiency, harmony and economy. The school is one of the important social institutions and as such it is an ideal administrative machinery. There are corers of parents, crores of students, lakhs of teachers, thousands of administrators. Thousands of other serving personnel, a large number of examining bodies, a large number of departments, a large number of policy making agencies, a large number of employers and a large number of suppliers, who have to join their heads and hands to achieve the aims and objectives of education. Only efficient administrative machinery can ensure their cooperation and combined effort. Without this, there is bound to be chaos and confusion in this vast, complicated and many sided human enterprise.

Educational administration is the functional aspect of education. Educational philosophy sets the gorals, educational psychology explains the principles of teaching and learning, but administration carries out the schemes, programmes and practices in the schools. It takes care of the process of implementation and execution. It is a must for any sound system of education.

iv. *Aims and objectives of school administration*

School administration is to fulfill various aims and objectives. The most important will be to realize faithfully the gorals which are laid down by the community for education.

These aims and objectives can be described as follows:

- To define functions of the school
- To coordinate the school activities.
- To eliminate wastage
- To simplify complexities
- To introduce experimentation

v. *Principles of school administration*

In every administration and more so in school administration, the responsibilities have to be carried out according to certain principles. Administration devoid of principles cannot carry much conviction with the concerned individuals. The discussion of these principles is given below:

- Consistency with the philosophy of education.

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- Democratic approach
- Optimum contribution by all
- Respect for individualities.
- Due importance to different programmes.
- Optimistic outlook.
- All round development of the students.
- Professional growth of the teachers.
- School community relationship

vi. *Changing roles and responsibilities of teachers*

Milton Ramario (2010) says, "Effective teaching has to be fluid and adaptive to current culture. The effective teacher understands what skills and knowledge are to be learnt by the pupils. This actually requires the art and science of teaching.

- To integrate art and science of teaching:- The science of teaching requires content knowledge, organization of knowledge, management skills and detailed planning where as the art of teaching requires the basic skills of making interaction with students, parents as well as connecting the curriculum to the world of the present day in a relevant manner. The teacher of 21st century is required to maintain cordial, friendly and favorable intentional relationships with students, parents and colleagues for the sake of the success of tomorrow. Success of students is the ultimate goal of education.
- To make a difference: - The teacher is to make a difference. Effective, role appropriate ways for teachers to make a difference for students are:
  - Developing cordial relation and putting positive influences.
  - Close and caring connecting.
  - Healthy social-emotional climate.
  - Development of professional success.
- Development of teacher effectiveness: - Teaching profession is the present era must bear the responsibilities for the competence of its members, which can be achieved through training. Therefore the following definitions are to be realized:

Teacher competency- Any single knowledge, skill or professional value position which a teacher may be said either to possess or not to possess and the possession of which is believed to be relevant to the successful practice of teaching.

- Teacher's abilities in crucial contributors to students learning: - Any competency is assessable. What a teacher does know or believes. In competency we change the teacher not the pupil.
- Teachers need to be able to effective in enabling a diverse group of students:- as the demands on teachers are increasing, teachers are needed to provide useful information to students, effective in enabling in a diverse group of students to learn more complex material. They are expected to prepare virtually all students for higher order thinking and performance skills, once reserved for only a few.
- Changing role of the teacher to meet issues and challenges of future:- The changing roles and responsibilities of the teacher also demand how to help societies to meet the issues and challenges of future, which comprise decentralization of decision making, autonomy, pedagogical reform from teacher-centered education to learner autonomy and independence, openness to international cultures, global information exchange and development of global education, stressing citizenship, environmental concerns, peace, human rights and international understanding.

The new professional profile of the teachers should include the changing characteristics for raising their social status.

- Promoting values and attitudes leading to the development of community,
- Displaying expertise, knowledge and skills in teaching,
- Guiding learners for self actualization,
- Becoming scientifically, technologically literate,
- Participating for upliftment of teaching profession,
- Being a friend, philosopher and guide to students,
- Developing awareness in children about modern trends and approaches to education.

vii. *Importance of teachers' participation in school administration*

It is generally assumed that motivation influences people's attitude and performance at work. Teacher motivation is directly linked to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students. It determines their involvement or non-involvement in the teaching activities. Teachers put educational philosophy and objective into the knowledge they transfer to their students. Teachers are the most important factor in a generation's education process, so it is important that they perform to the best of their abilities in the educational activity. Each country's authorities must pay attention to the factors that affect teachers' performance which has a direct effect on students' performance.

Teachers' motivation is influenced by a myriad of factors, including compensation, success in the classroom, their dedication to the profession, the training they receive and the prospect of promotion and career advancement. Compensation influences teacher education, but in many cases it is not the most or the only important factor. Teachers may be compensated

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through salaries, bonuses, training programs or special assistance such as shelter and transport support. If teachers are not paid, or if they are not paid on a regular basis, their motivation will be affected and they might start teaching irregularly or leave their jobs. A good teacher compensation system will increase motivation, decrease absenteeism and at the same time create a stabilized and reliable teaching system in the country.

Teachers' motivation is influenced by their working conditions too. An appropriate environment in which the teacher feels safe and healthy and has access to supportive resources and facilities will help teachers participate more in the process of teaching, management and administration. Moreover, teacher motivation is influenced by the number of hours the instructor has to work every week, the number of students in the classroom and at the same time by parents' involvement and support. When teachers are motivated and love their teaching profession they will motivate their students to learn.

Individuals are motivated by money, power or praise. As teachers can't motivate students by offering money or power, they should focus on praise. Some students are self-motivated and their actions are a result of their desire to face challenges. Teachers can praise, promote and encourage this personal trait by showing students their efforts are worthwhile and that they will benefit from them.

Although there is no formula to increase students' self-motivation, there is however a few things teachers can do. Frequent positive feedback on students' work will support their beliefs that they can do well. All students, even low performers, must receive praise individually, but teachers should praise the class as a whole to encourage it and build team unity. However, too much praise will make students become dependent on it and develop no personal initiative. Praise may become only a pleasure for the students instead of a means of motivating them.

Teachers can increase students' self-motivation by helping them find personal meaning in the materials they are being presented with, by creating an open and positive atmosphere in the classroom and by making them feel that they are valued and important members of the learning community.

Students are motivated when the learning material satisfies their own needs or reasons for enrolling in the course. Learning how to perform a task or activity is rewarding and will motivate students more than grades do. Another means of motivating students is by making them active participants in learning. Students learn more effectively by doing, writing, creating and solving. Passivity decreases students' motivation and interest. Students should be encouraged to express their ideas, ask questions and suggest approaches to a problem.

Teachers' expectations have a powerful effect on students' performance. Research has shown that if the teacher acts as though he expects the students to be hardworking and motivated, there are more likely to be so. However, teachers should set realistic goals for their students and assign appropriate tasks. If teachers' standards are too high, there are chances students will feel frustrated they can't meet the expectations and thus become less motivated to learn. Teachers' enthusiasm has a strong impact on students' motivation. Bored and apathetic teachers will transfer their mood to their students who will become less interested in the topic or less motivated to learn.

Another means of increasing students' motivation is to emphasize learning rather than receiving good grades. Teachers should stress the personal satisfaction which results from accomplishing a task and its use in everyday life rather than focusing on complicated grading systems.

b) Review of related literature

The number of related studies have been reviewed and presented systematically in the following paragraphs. The investigator has thoroughly gone through number of references. It includes Survey of Educational Research, Indian Educational Abstract, Dissertation Abstract and journals through internet and published and unpublished theses and dissertation. The studies conducted in India and Abroad have been categorized and written separately. Reviews have been presented year wise in an ascending order.

i. *Studies conducted in India*

Verma (1989) found that as far as the leadership behavior of principals as perceived by teachers is concerned, the principal have been rated high on all dimensions as well as leadership as a whole. Further, no significant relationship exists between the leadership behavior of principals with teaching experience and administrative experiences.

Das (1990) studied a secondary school principals' administrative behavior and found positive relationship between head's administrative behavior and teacher attitude towards work.

Mehrotra and Neelima (2002) found principals of govt. and private schools manifest different leadership styles, the majority of the govt. school principals had low initiation- high consideration style, while majority of private school principals had a unique high initiation high consideration pattern.

Dinesh (2010) found aided schools head leadership behavior better than the govt. school head leadership behavior and unaided schools head leadership behavior was better than the govt. schools head leadership behavior.

Tamang, (2011) conducted study on the teacher's participation in school administration at the secondary level of education and found that there did

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not exist any significance difference in teacher's participation in school administration in relation to experience variation.

ii. *Studies conducted in Abroad*

Reitzug (1994) done the work on a case a study of empowering principal behavior and found the school principal is a pivotal figure in participative management.

Rice and Schneider (1994) worked on a decade of teacher empowerment and found evidence of a positive relationship between the presence of site-based management initiatives and teacher perceptions of their level of involvement in decision-making in the building.

Smylie (1994) conducted the study redesigning teachers work and found initiatives grounded in collective and professional orientations toward teachers work and change are more likely to be associated with classroom improvement than initiatives based on individualistic, hierarchical, and bureaucratic orientations.

Marks and Louis (1997) conducted the study does teacher empowerment affect the classroom? The implication of teacher empowerment for instructional practice and student academic performance and found the instructional outcomes of teacher empowerment, used the content dimension of teachers' participation, which they divided into four areas: school operation and management; students school experiences; teachers work life; and classroom instruction.

Rinehart and Short (1998) studied teacher empowerment and principal leadership and defined primarily, empowerment has been defined as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems.

Rinehart, Short and Eckley (1998) worked on teacher empowerment and principal leadership and found the relationship between principals and their teachers is a critical factor in determining teachers' perceptions of their empowerment, which in turn enhances their participation in decision making.

Leithwood and Jantzi (1999) conducted the study principal and leadership effects and found the effects of teacher participation leadership on student engagement and found no significant relationship. They suggested that the lack of conclusive evidence could be due to the lack of strong quantitative research on the subject and that many educational strategies, when first undergoing rigorous study do not reveal significant findings.

Blasé and Blasé (1999) worked on shared governance principals and found the principals sharing their governing roles with teacher in which teachers participate, in various ways and to varying extents, in making decisions in schools that were traditionally made by the principal.

Blasé and Blasé (2000) studied principals perspectives on shared governance leadership and found shared governance encompasses other governance or leadership roles that are distinct from decision making including peer supervision or evaluation, action research and school data analysis and leadership in such areas as staff development and personal hiring.

Barth (2001) conducted study on teacher leader and found teacher participation is necessary to professionalize and democratize teaching. Furthermore, a democratic school environment is believed to encourage children to participate in and sustain our country system of government.

Somech and Drach (2001) conducted study on influence strategies of principals and found participative management and decision making have been in existence since early in the twentieth century, when business and management theorists began to experiment with giving workers some control over their working environments.

Riesgraf (2002) conducted study on effects of school-based management practices on decision making for special education and found the decentralization of formal decision-making authority from the district to the building level often including parents, community members, and school staff along with principals and teachers in the decision-making process. Participative decision-making is a more general term that refers to the sharing of decision authority among stakeholders in a given context. It does appear that there is some relationship between SBM and teacher participation in school decision-making.

Somech (2002) conducted a study on explicating the complexity of participative management and found teacher participation actually has positive outcomes, and it has been suggested that the lack of a shared understanding among scholars of what teacher participation actually looks like is perhaps the reason for the lack of definite evidence of its effects.

Crowther, Kaagan, Ferguson and Hann (2002) conducted study on developing teacher leader and describes in detail an image of teacher leadership as full participation by teachers in developing a shared vision, planning and implementing instructional improvements working with the community and participating in professional development in job-embedded, collegial ways in addition to participation in decision making.

Morris and Wilson (2004) note that management involves working with people, thus relations and reconciling these with results. Managing people therefore involves providing leadership, motivating people to achieve stated goals, decision making and managing conflict. The school head as a manager has to manage the organization, through team building,

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matching curriculum to need, managing quality and standard, and managing resources and the environment, and the change process within the organization.

c) Major findings of the reviews

The major findings from the above reviews are:

- There is relationship between head's administrative behavior and teacher attitude towards work.
- Teachers of girls' school are significantly more responsible professionally than teachers of boys' school.
- In organization function of school administrative teachers play an important role.
- School principal has a pivotal figure in participative management.

d) Rationale of the study

The quality of a nation depends upon the quality of its citizens and the quality of citizens depends upon the quality of education. It is said that education is the only device to eradicate disparity, child labor, illiteracy and to bring democratic value like fraternity, equality, justice etc. Teachers are the backbone behind progress and prosperity of a nation. School's administration cannot run smoothly and cannot achieve marvelous performance from students without active participation of teachers. After thorough reviews of theoretical and empirical literature the areas in which the teachers should participate in school administration are Planning, Organizing, Communicating, Controlling, and Evaluation, and then only teacher can help implementation of the developmental programme of the society. In the school, headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional competence will largely depend on 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 because assumption is that administrator is the high school headmaster. In larger school, many of the duties of the administration will be performed of the assistant headmasters and other members of the school staff. Bhagabaji (1984) observed that teachers in charge of games and sports whole heartedly participated or supported the co-curricular activities programme.

In the light of above discussions, it is evident that teacher participation in school administration is gaining importance and also essential for school quality and academic goal achievement.

In the light the following research questions can be asked:-

- Do the higher secondary school teachers participate in school administration?
- Is it satisfactory at the higher secondary level?
- Do the higher secondary school teachers differ in the level of their participation in school administration with regard to their gender, school management and teaching experience variation?

Answers to the above questions provide a backdrop for conducting the present research.

e) Statement of the problem

The problem is stated as *"Participation of Higher Secondary School Teachers in School Administration".*

f) Objectives of the study

- To study the level of participation of higher secondary school teachers in school administration and to categories them in different levels of their participation in school administration.
- To find out significant differences if any in the participation of higher secondary school teachers in school administration in relation to gender, school management and teaching experience variation both totally and component wise.
- To find out the main and interaction effect of gender, school management and teaching experience on the levels of participation of higher secondary school teachers in school administration.

g) Formulation of hypotheses

The following hypotheses were raised for the study:-

HO_1: There is no significant difference in the degree of participation of higher secondary teachers in school administration.

HO_2: There is no significant difference in the participation of higher secondary school teachers in school administration due to gender, school management and teaching experience variation.

HO_3: There is no significant difference in the participation of higher secondary school teachers in planning aspect in relation to gender, school management and teaching experience variation.

HO_4: There is no significant difference in the participation of higher secondary school teachers in organizing aspect in relation to gender, school management and teaching experience variation.

HO_5: There is no significant difference in the participation of higher secondary school teachers in communicating aspect in relation to gender, school management and teaching experience variation.

HO_6: There is no significant difference in the participation of higher secondary school teachers controlling aspect in relation to gender, school management and teaching experience variation.

HO_7: There is no significant difference in the participation of higher secondary school teachers in evaluation aspect in relation to gender, school management and teaching experience variation.

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HO_8: There is no interaction effect gender, management and experience together on the participation of higher secondary school teachers in school administration.

h) Operational definitions of the terms

Participation refers to the involvement, as in some action or attempt.

School administration refers to 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.

Higher Secondary School Teachers means a Higher Secondary School Teacher of an aided school ranging from class XI to XII.

i) Scope and delimitation of the study

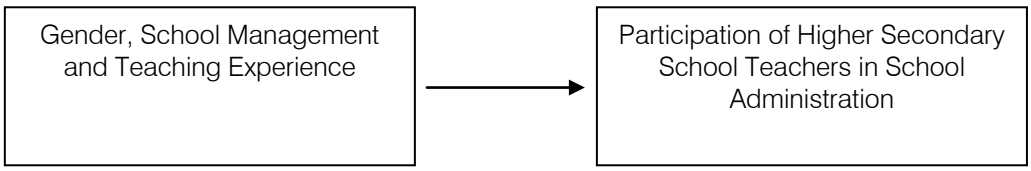
The scope of the study is to ascertain the level of participation of higher secondary school teachers in school administration in relation to their gender, school management and teaching experience variation. Other variables like – age, social economic status, locale, intelligence etc. was not taken into consideration due to time constraint.

The study was delimited to 100 higher secondary school teachers teaching in classes XI and XII of higher secondary schools of siliguri in jalpaiguri district of west Bengal.

II. Methodology and Procedure

In this chapter attempts have been made to highlight on the methodology adopted for conducting the study. So this section presents a brief outline of the design adopted, the sample selected, description of the tool used for the study, techniques of data analysis and procedure.

- *Conceptual framework*



b) Sample

A sample of 100 teachers had been selected from 12 higher secondary schools of Jalpaiguri district. These teachers had been categorized as male and female, more experienced and less experienced, Govt. and Private management. These teachers had been selected according to simple random sampling method. The detailed description had been presented in table 1 below.

a) Design

The purpose of the study is to find out the participation of higher secondary school teachers in school administration. The study design is descriptive method i.e., normative survey method. Here in the study participation of higher secondary school teachers has been studied in relation to gender, school management and experience. Therefore, it is an ex-post-facto study. The other methods like historical, correlation or experimental study design were not adopted on the following grounds.

Application of historical method had not been adopted in the context of the nature of research. The historical method of research was ideally suited for a study that keeps conditions in the context of forces and factors that operated in the past. This needs primary and secondary data, as well as internal and external evidences. But the present research work was not a development study since it aimed at investigating the factors influencing the dependent variables under the present conditions.

Application of experiment method of research was not thought to be suitable because of its objectives. Experimental method would be a choice in a research study that analyze the effects of predictors on the criterion or experimental designation despite designs were more specific in that they direct attention to particular aspects or dimensions of the research target. The heuristic value to descriptive studies must be considered a major contribution as well consistent with at least one of the objectives of research designs out lined by Selltiz it. al (1959, p-50), descriptive studies can reveal potential relationships elaborative investigation later. Here the design was descriptive survey design.

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Table 1 : Selection of the sample

Sl.No	Schools	Male	Female	Management	Above 10yrs	Below 10yrs	Total
1	Krishnamaya memorial nepali high school	05	03	Govt.	02	06	08
2	Dr Rajendra Prasad girls high school	00	04	Do	02	02	04
3	Nilnalini vidya mandir	03	07	Do	05	05	10
4	Siliguri girls high school	00	10	Do	08	02	10
5	K.V. Bengdubi	04	02	Do	03	03	06
6	K.V. Sevoke road	01	03	Do	02	02	04
7	K.V. Sukna	04	04	Do	04	04	08
8	K.V. Airforce bagdogra	02	04	Do	02	04	06
9	Isabella school	02	05	Private	01	06	07
10	Nirmala convent	06	02	Do	03	05	08
11	Mahbert high school	12	04	Do	08	08	16
12	Don Bosco school	11	2	Do	08	05	13
Total							100

Sample drawn from the above mentioned schools have been stratified under gender, management and experience only and has been presented in table 2.

Table 2 : Description of the sample according to gender, management and experience wise

Variation	Sub – Sample	No. of Teacher
Gender	Male	50
	Female	50
Management	Govt.	56
	Private	44
Experience	Above 10yrs	48
	Below 10yrs	52
	Total	100

The stratifications of the sample along the above lines has been made basing upon the research findings of Garg(1983), Hushdil(1985), Verma(1989), Riesgraf (2002) and Morris and Wilson (2004).

First of all samples of 50 male and 50 female were selected on simple random basis from the schools of Jalpaiguri district. Then, they were categorized under management and experience.

c) Tool Used

Teacher's participation in school administration scale (TPSAS) of Taj (1985 was used to assess the teacher's participation in school administration of higher secondary school of Jalpaiguri district in relation to differential level of gender, school management and teaching experience.

It consists of 27 items in which 5 items are related to planning, 6 items are related to organizing, 7 items are related to communicating, 5 items are related to controlling and 4 items are related to evaluating.

i. *Area of Scale*

The five areas adequately cover the teachers' participation in school administration and also possess the adequate conceptual framework and content validity.

- *Planning* – Planning is a function, which is fundamental in school administration in which the teacher's should participate. These areas includes items on participation of teachers' in laying out in advance, what to be done, how this is to be done, and who shall be responsible to particular activity in addition to preparing school time table and the school calendar for the academic year.
- *Organizing* – Organizing function is the means or process by which the activities can be co-ordinate to achieve the stated goals of schools. In this area items on procuring and arranging activities and materials systematically both in curricular and extra – curricular area are included.
- *Communicating* – Communication is one of the most important facilitators' teacher effectiveness, without which, facts, ideas and experience cannot be exchanged. The items in this pertain to, how teacher exchange his ideas between himself and his colleagues, head of the school, students and parents.
- *Controlling* – Controlling is the heart of effective school administration. It consists in verifying with the plan adopted. The items covered in this area, all the participation of teachers in taking decisions regarding selection of innovative methods of

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teachings, budgets for curricular and extra – curricular activities etc.

- *Evaluation* – It is the core of the school administration, without evaluation, no objective can know to be realized. The items covered in this area, covers informing progress of students to their parents, judging the suitability and adequacy of physical facilities, instructional materials and evaluating the health status of pupils in school etc. by the teachers.

Table 3 : Total number of final scale items

Sl. No.	Areas	Serial No. of Items in the Final Scale	Total No. of Items in Each Area
1	Planning	4, 6, 7,18, 20	5
2	Organizing	1,2,5,11,15,27	6
3	Communicating	12,13,14,21,22,23,24	7
4	Controlling	8,9,16,17,26	5
5	Evaluating	3,10,19,25	4
		Total	27

The responses are recorded against each item under the five paint scale always, frequently, occasionally, rarely and never and they have cells ( ) against each response. In this rating scale there were no negative item, all scale items were positive and they were scored equally. The scale continuum has been provide five points on the principle of equal appearing interval pattern and arbitrary weights for each scale point was assigned as follows: the always '5' point, frequently scored '4', occasionally scored '3' and rarely scored '2', never was scored as '1'. Here rater has to rate on samples of teachers from school those who had solved a questionnaire. Teachers were rated on the basis of five components planning, organizing, communicating, controlling and evaluating weights for each components was assigned as 1 for very low, 2 for low, 3 for average, 4 for high and 5 for very high and arbitrary weights for each scale point was assigned as follows: The 'Always' 5 point, 'Frequently' scored 4, 'Occasionally' scored 3 and 'Rarely' scored 2, 'Never' scored as 1. Reliability and Validity of the test is 0.69 and 0.68 respectively.

d) Techniques of Data Collection

Techniques of analysis for the present investigation includes collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated. Questionnaire technique was adopted for collection of data. Scoring was made manually.

For interpretation of scores in teacher's participation in school administration both descriptive and inferential statistics is used. Descriptive statistic have been made use to determine the respondents' standing in the predicting situations whereas, inferential statistics have been used to find out intra-variables effects.

e) Procedure

In the present investigation the teachers of 12 higher secondary schools have been selected as the sample. The sample consists of teachers' gender, management and experience.

After planning about sample, the investigator planned about the tools to be used. Taj (1985) scale has been adopted as a tool to find out the teachers' participation in the sample.

The investigator has also planned out the procedure of treating the data. For systematic analysis and interpretation of data the investigator has planned to find out the mean and variance from the raw scores of each group and sub-groups. A brief summary has been given at the end by suggesting recommendation emerging out of the study. The scope for further research in the area has also been presented.

III. Organization of Data

In this chapter attempts have been made to present the data in an organized form for verification of the hypotheses and interpretation of the result emerging out of the findings. Thus this chapter was discussed under two heads, administration and scoring and organization of data. Under administration and scoring, the principle of administration of scales, scoring and preparation of data sheet are covered. Under organization of data, all the variable wise subjected for descriptive measures through mean, median, and standard deviation. The details of the procedure were described as per the following.

a) Administration of the scale

For administration of scale a sample of 100 teachers from 12 higher secondary schools were selected through simple random sampling basis. Certain principles were followed while administering the questionnaire, which were given below:

- The investigator firstly sought permission for the administration of the same from the head of the institute.
- The investigator established rapport with teachers and made clear that neither it is meant for

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examining them nor for utilizing the same for any other purpose rather than research.

- Teachers were given proper instructions and clarifications for responding of the items of the scale.
- Before recess the test was administered to make respondents free from mental fatigue.
- They were told to write their responses on the square (□) provided on questionnaire itself.
- There was no fixed time for the test, even though they were requested to complete the same in 50 minutes.

b) Scoring the of scale

TPSAS scale was scored as per the manual. As per the variable wise, component wise, question wise and in totality, the data sheet was prepared. The responses of teachers were scored according to the manual. In this rating scale there were no negative items, all scale items were positive and they were scored equally. The positive items were scored numerically 5, 4, 3, 2, 1 respectively for Always, Frequently, Occasionally, Rarely, Never.

c) Study of score distribution of Teachers participation in school administration

The scores were prepared on a data sheet on the ascending order and found out highest and lowest scores. In case of male it ranged from 50 to 135 and from 51 to 109 in case of females. In case of total sample it ranged from 50 to 135.

The distribution of scores of the entire sample along with the sub-samples has been presented in the table 4.

Table 4 : Frequency distribution of scores on TPSAS of the total sample and sub-sample of Gender, School management and Teaching experience

C-I	Male	Female	Govt.	Private	Below 10 years	Above 10 Years	Total
130-139	1	0	0	1	0	1	1
120-129	1	0	0	1	0	1	1
110-119	2	0	1	1	1	1	2
100-109	4	2	2	4	3	3	6
90-99	11	9	9	11	12	8	20
80-89	16	21	24	13	16	21	37
70-79	12	14	16	10	17	9	26
60-69	2	2	2	2	2	2	4
50-59	1	2	2	1	1	2	3
Total	50	50	56	44	52	48	100

From the above table it is quite clear that for all the sub samples and total sample, the class interval 80-89 is considered as the modal class interval and shows the tapering trend gradually towards the upper and lower end. It is also observed in case of all the sub samples. Such a distribution gives an impression of scores falling into a normal distribution.

Thus the frequencies and smoothed frequencies have been plotted into a frequency polygon curve with the smoothed frequency polygon super imposed on it. These graphs have been drawn for the total sample, male and female together, govt. and private together, below and above 10yrs experience together. The figures have been displayed in pages as figure i. In order to calculate the percentage of cases for total distribution, a smoothed ogive has also been drawn which has been presented in figure ii, iii, iv, v.

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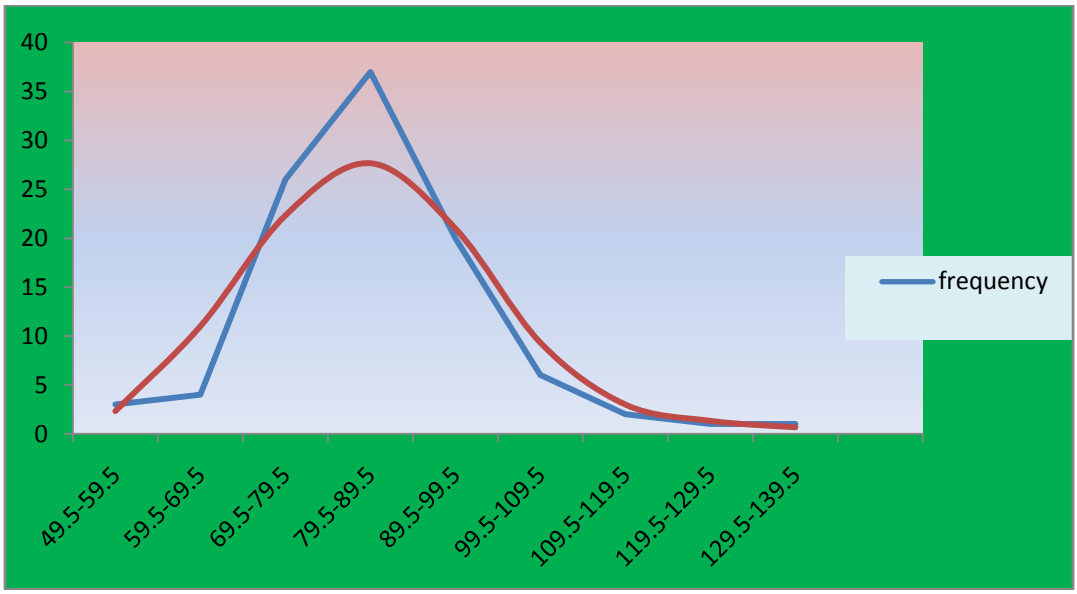

Figure (i) : Frequency polygon of the scores on teachers' participation on school administration with smoothed frequency curve superimposed

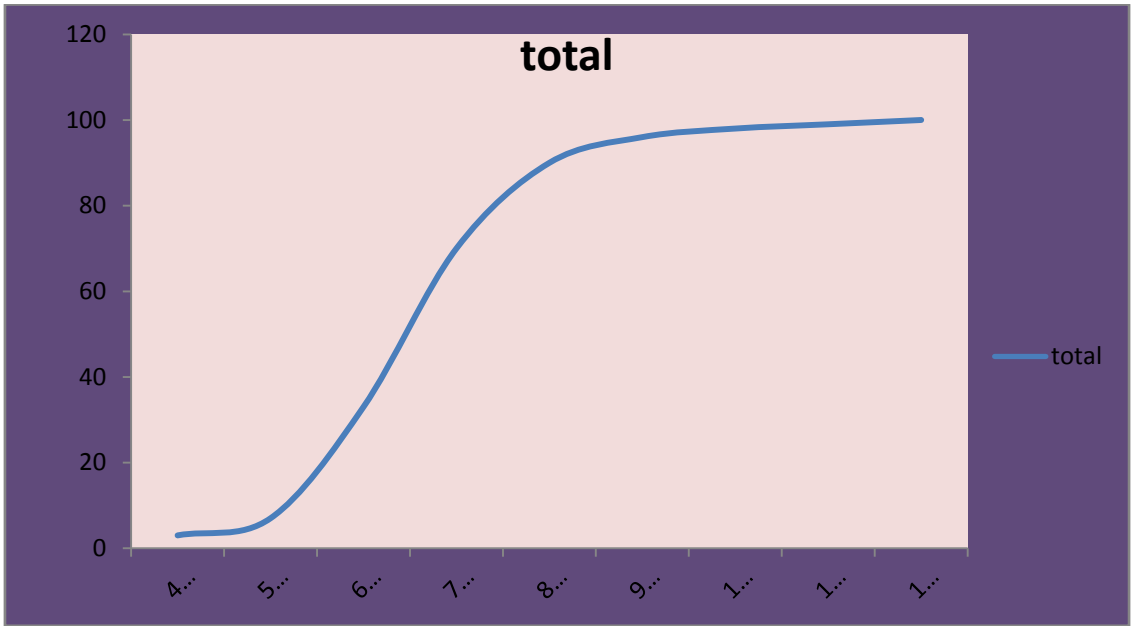

Figure (ii) : Ogive showing total sample on teachers' participation in school administration at the higher secondary level of education

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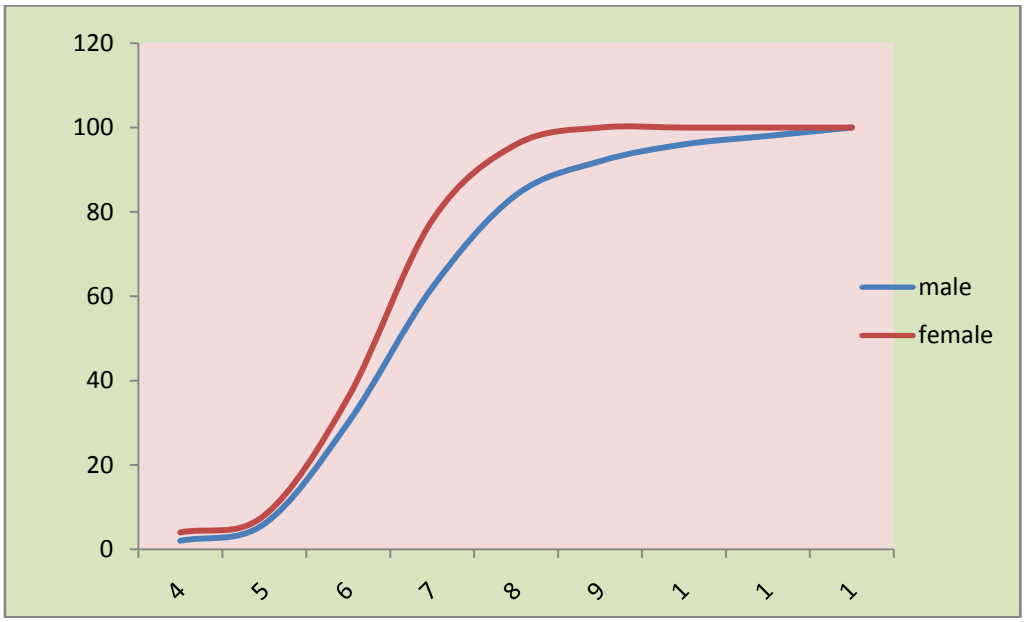

Figure (iii) : Ogive showing male, female sample on teachers' participation in school administration at the higher secondary level of education

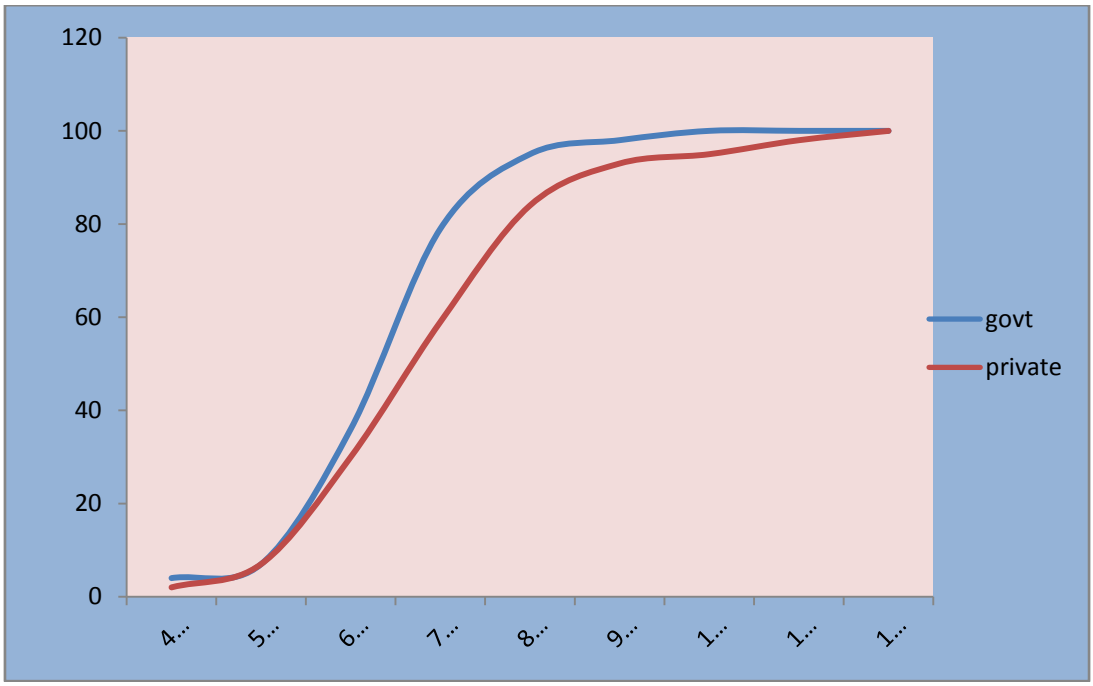

Figure (iv) : Ogive showing govt. and private sample on teachers' participation in school administration at the higher secondary level of education

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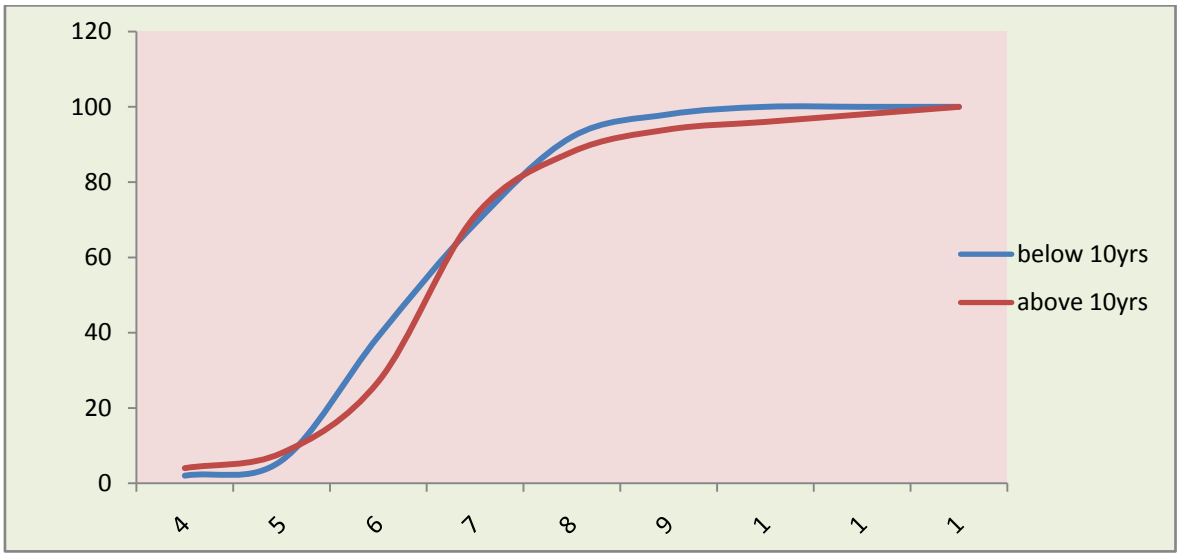

Figure (v) : Ogive showing below and above 10yrs experience on teachers' participation in school administration at the higher secondary level of education

d) *Descriptive measure on Teacher's Participation in School Administration Scale (TPSAS)*

For studying the score distribution a score frequency table is prepared from the data sheet and on the descriptive measure like the mean, median, mode and standard deviation of the total sample as well as all sub samples were calculated. The results are shown in the following table and in figure iv.

Table 5 : Descriptive measures on the scores of TPSAS for the total and all the sub samples

Variation	Group	No. of teachers	Mean	median	Mode	SD
Gender	Male	50	87.5	85.75	82.25	14.87
	Female	50	82.3	82.83	83.89	10.45
Management	Govt.	56	82.71	82.83	83.07	10.87
	Private	44	87.68	86.42	83.9	15.04
Teaching experience	Above10years	48	85.96	84.74	82.33	14.7
	Below10 years	52	83.90	83.25	81.95	11.3
Total		100	84.9	84.1	82.5	13.1

On perusal of the above table it was observed that there existed slight differences in the mean scores of males (87.5), females (82.3), govt. (82.71), private (87.68), above 10yrs experience (85.96) and below 10yrs experience (88.90). The median of males, females, govt., private, above 10yrs and below 10yrs were 85.75, 82.83, 82.83, 86.42, 84.74 and 83.25 respectively. The mode of males, females, govt., private, above 10yrs and below 10yrs were 82.25, 83.89, 83.07, 83.9, 82.33 and 81.95 respectively.

The standard deviation of the total sample is 13.1. The P_{90}, P_{75}, P_{25} and P_{10} for the total sample were found to be 99.5, 92, 76.42 and 70.65 respectively. The semi inter quartile range of the distribution is 7.79. The sum of the median and semi inter quartile range was found to be 91.89 and the difference between the two was 76.31. The third and the first quartile of the distribution were 92 and 76.42. If the sum and difference between the median and semi inter quartile range becomes same with the third quartile and the first quartile, respectively, they give evidence towards normality in distribution of scores. As in the present case they were almost same, it may be inferred that the distribution is approximately a normal distribution.

Mean and Standard Deviation of the distribution are 84.10 and 13.10 respectively. The scores when plotted into a smoothed frequency distribution curve revealed that 79% of cases lie within ± 1SD, 91% of cases lie within ± 2SD and 100% of cases lie within ± 3SD as against 68.26%, 95.44% and 99.77% in case of normal distribution.

Again to claim approximate normality of the data, the skewness and kurtosis of the scores were calculated and found to be 0.18 and 0.27 as against 0 and 0.263 respectively in case of a normal curve. Hence the distribution is positively skewed and platykurtic. The scores obtained by teachers on TPSAS deviates slightly from normality.

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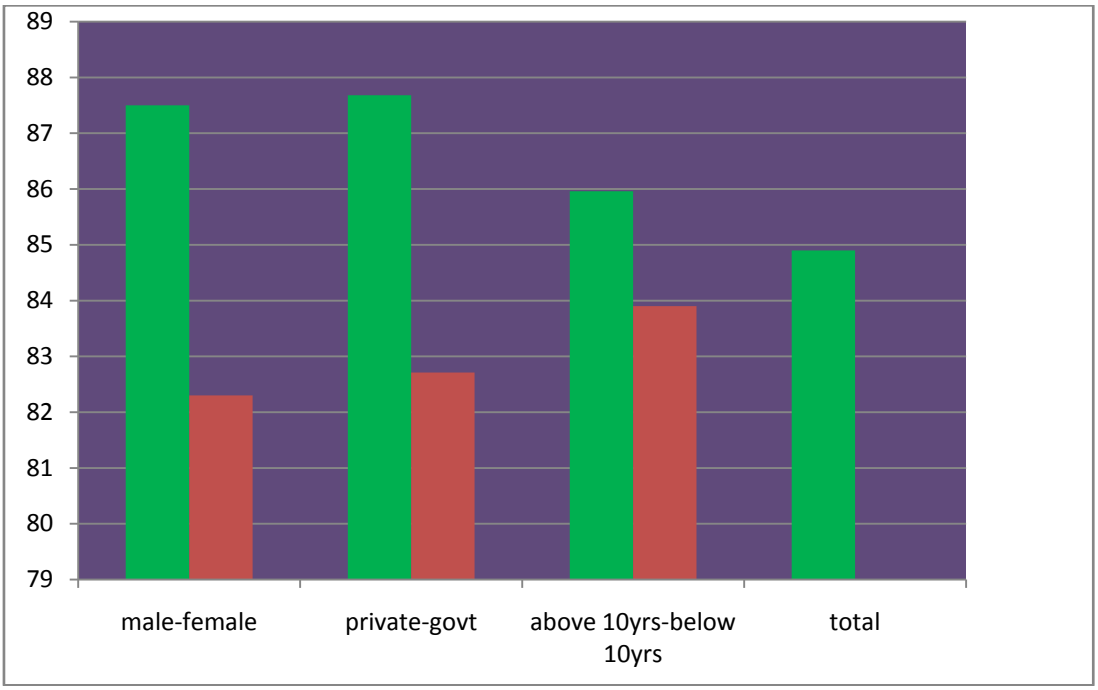

Figure (vi) : Bar diagram showing the mean scores of males, females, private, govt., above 10yrs, below 10yrs and total sample

e) *Component wise descriptive measures on TPSAS*

The calculated mean, standard deviation of sub samples based on component wise were grouped together and presented in the table below.

Table 6 : Mean and Standard deviation of the components of TPSAS

Group	N	Planning		Organizing		Communicating		Controlling		Evaluating	
		M	S.D	M	S.D	M	S.D	M	S.D	M	S.D
Male	50	16.48	4.56	19.58	3.50	23.76	4.87	14.88	4.19	13.84	2.87
Female	50	14.92	3.53	18.50	3.08	23.16	3.39	13.2	3.28	12.74	2.32
Govt.	56	14.89	3.47	18.88	3.14	23.16	3.41	13.4 3	3.30	12.82	2.65
Private	44	16.73	4.69	19.25	3.57	23.84	5.00	14.86	4.32	13.89	2.58
Above 10yrs	48	15.75	4.39	19.17	3.78	23.54	4.15	14.33	4.21	13.19	2.83
Below 10yrs	52	15.65	3.94	18.92	2.89	23.38	4.12	13.81	3.47	13.38	2.51
Total	100	15.70	4.26	19.04	3.23	23.46	4.13	14.06	4.12	13.29	2.46

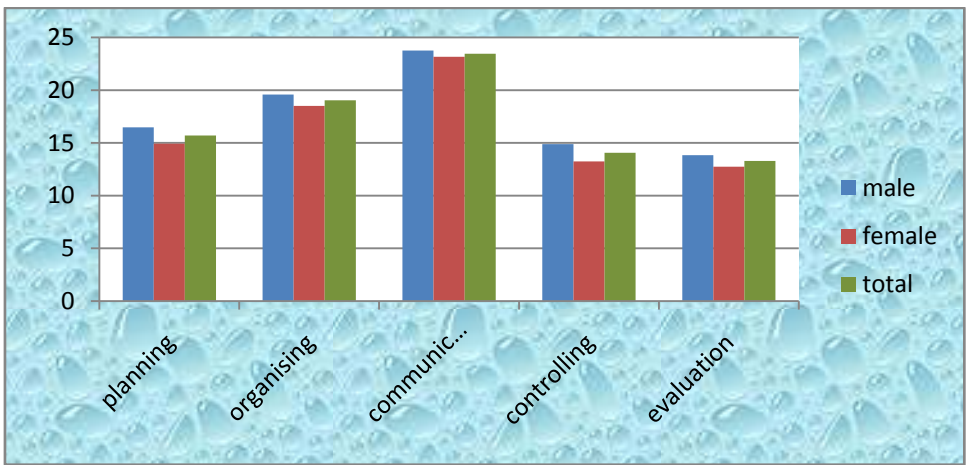

Figure (vii) : Bar graph showing the component wise mean score of male, female and total sample according to differential levels of the participations of teachers in school administration

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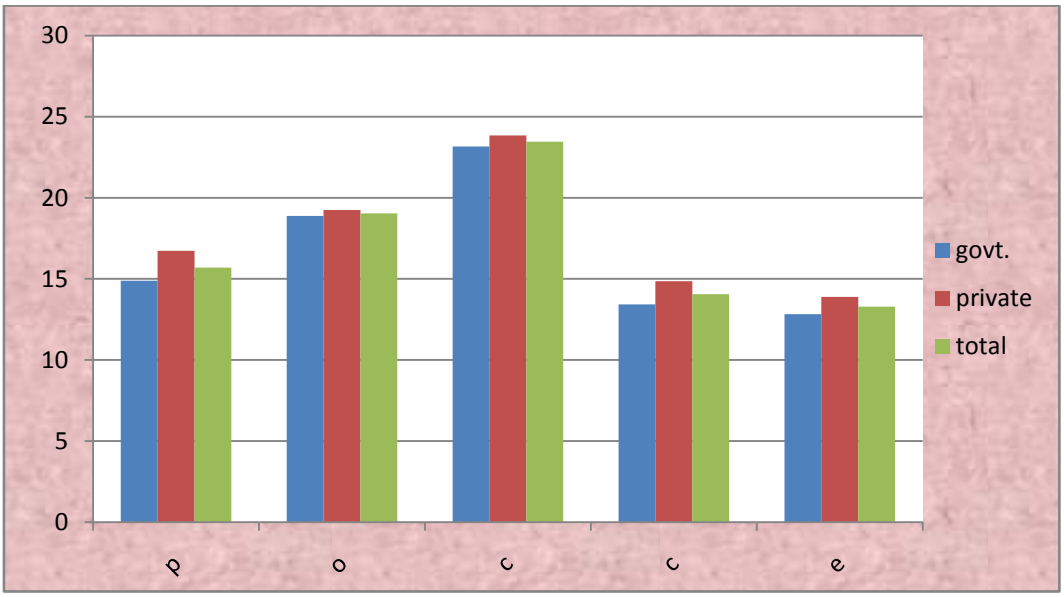

Figure (viii) : Bar graph showing the component wise mean score of govt., private and total sample according to differential levels of the participations of teachers in school administration

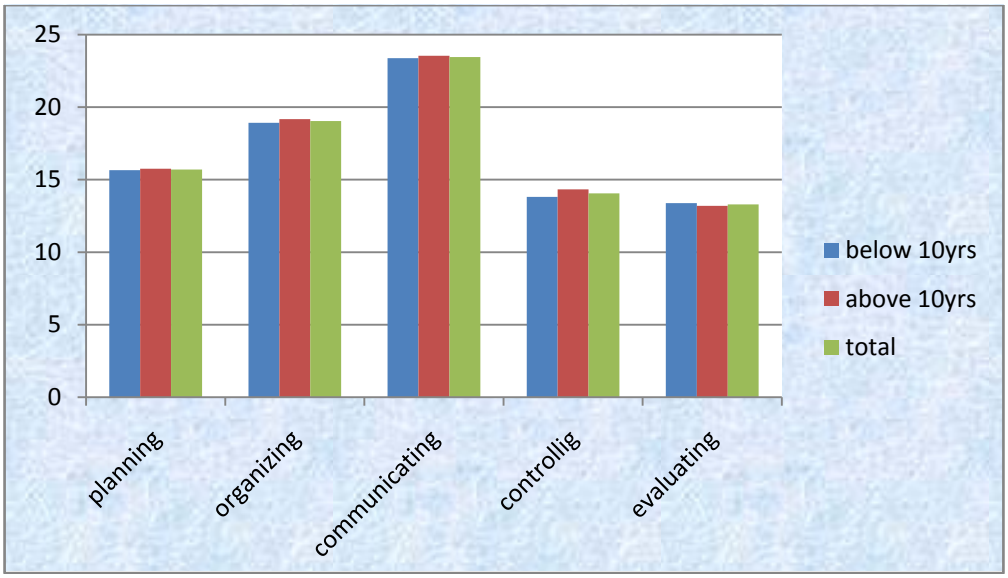

Figure (ix) : Bar graph showing the component wise mean score of below, above 10yrs experience and total sample according to differential levels of the participations of teachers in school administration

f) Categorization of the total number of teachers in sample as per the level of their participation

It has been earlier mentioned that one of the objectives of the study is to find out teachers participation in different level of school administration. For this scores on school administration were considered and six levels were decided as teachers with extremely high participation, high, above average, below average, low and extremely low participation. For determining the teachers with different degrees of participation, the cutoff point was decided as $\pm 2\sigma$ and above, 1σ to 2σ, $M \pm 1\sigma$, -1σ to -2σ, -2σ and below for extremely high, high, average, low and extremely low participation respectively. The percentage of the sample in different degrees were calculated and presented in table below.

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Table 7 : Categorization of total number of teachers as per the level of participation in school administration

Degree of participation	sigma limit	Score range	No. of teachers	% of teachers
Extremely high participation	+2σ and above	112 and above	5	5
High participation	1σ to 2σ	99 – 111	7	7
Average participation	M ±1σ	72 – 98	79	79
Low participation	-1σ to -2σ	59 – 71	5	5
Extremely low participation	-2σ and below	below 46	4	4

The table shows that 12% of total sample were regarded to have high level of participation and 79% having average participation and 9% are having low participation level as against 16%, 68% and 16% respectively. The categorization was not according to the normal curve owing to sampling error. The bar graph diagram showing the categorization of sample of teacher's participation has been shown in figure x.

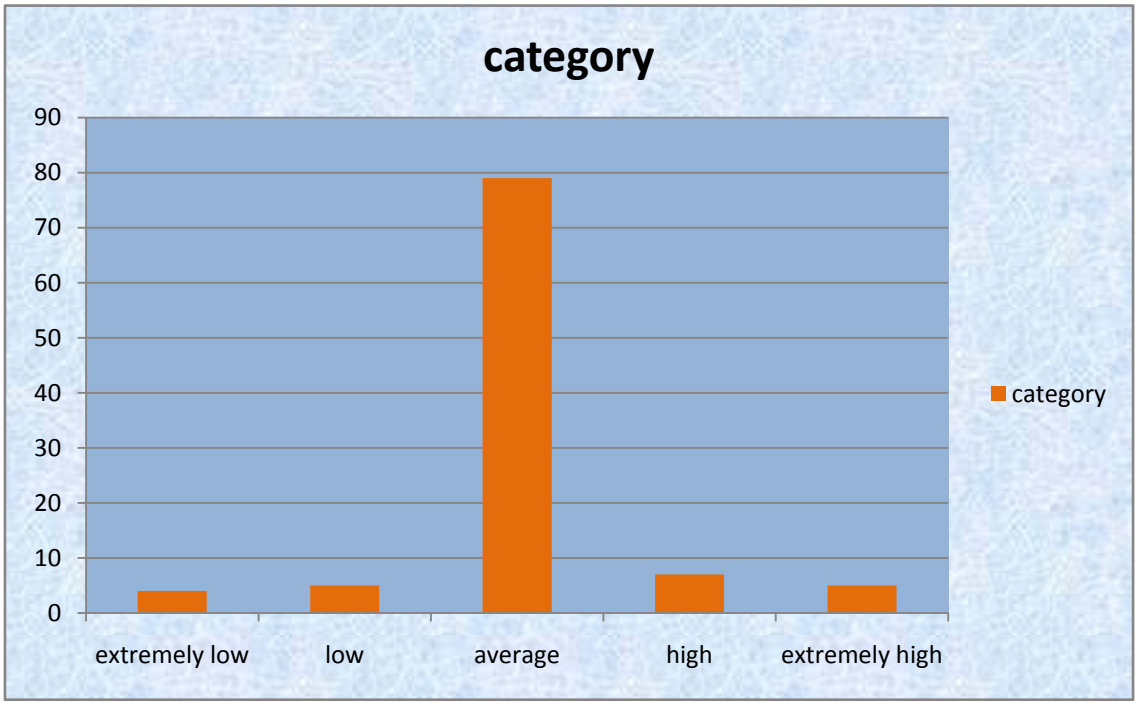

Figure x : Bar graph showing the categorization of sample according to differential levels of the participations of teachers in school administration

IV. Analysis and Interpretation

In the first chapter, it has been attempted to delineate the problem content and the problem focus from a theoretical stand point. It also focuses on the rationale of the study, sources of ideas through review of related literature and the statement of the problem along with its objectives, hypotheses, scope and limitations. An attempt has been made in the second chapter for describing the design and procedures adopted for the study. The third chapter focused on the collection of data and results emerging there from. A sincere attempt has been made in this chapter to analyze the results in terms of the objectives stated and hypotheses formulated.

a) Assessment of the categorization of sample

One of the objectives of the study was to categorize the higher secondary school teachers in different levels of their participation in school administration. Therefore, the null hypothesis was formulated as "there is no significant difference in the degree of participation of higher secondary school teachers in school administration". In order to test the significance of difference χ^2 test was applied. First, all the samples were categorized under the 5 levels. The frequencies were observed as 5, 7, 79, 5, 4 respectively. Then, the χ^2 test of normality was applied and the result has been presented in table 8.

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Table 8 : Chi-square test of normality on teacher's participation

fo	fe	fo-fe	$(fo-fe)^2$	$\frac{(fo-fe)^2}{fe}$
5	20	-15	225	11.25
7	20	-13	169	8.45
79	20	59	3481	174.05
5	20	-15	225	11.25
4	20	-16	256	12.80
N= 100				χ^2 = 217.80

Critical value of 'χ^2' with df (4) at 0.01 = 13.277 and at 0.05 = 9.488

The Chi-square value was found to be 217.80 on the present study which was more than the critical value at 0.05 and 0.01 levels. The Chi-square was highly significant and consequently the null hypothesis was rejected. Hence, it can be concluded that there is significant difference in the degree of participation of higher secondary school teachers in school administration.

b) *Sub-Sample wise differential analysis on teachers' participation*

The present sub-sample analysis has been attempted to meet the objective of testing the null hypothesis (H_O) stated earlier and presented in this report in earlier chapter. In case of each sub-sample, first the null hypotheses have been set up according to the requirements of the problem. The level of significance for the test has been selected and the data and data are subjected to the test of significance. On the basis of 't' value for corresponding degrees of freedom. The calculated value of 't' was compared where a decision rule was framed. If the calculated value of 't' is larger than the table value of 't' the null hypothesis was rejected and the alternate hypothesis was accepted. If the calculated value of 't' is less than the table value of 't' the null hypothesis was accepted and interpretation of result was made accordingly.

i. *Gender wise differential analysis on teacher's participation*

Gender is also found to be an important co-variable of administration by a number of researchers. In the sample 50% of the teachers were female and rest was male. Their scores on participation in school administration were calculated for determining the significance of difference between the mean of male teachers and female teachers. The 't' test was adopted and the value of 't' ratio was calculated and presented in table 9.

Table-9 : Summary of test of significance of difference between the mean score due to gender variation

Sub-sample	N	Mean	SD	SE_D	't'	Remark
Male	50	87.5	14.87	2.57	2.02	$\rho<0.05$
Female	50	82.3	10.45			

Critical value of 't' with df (98) at 0.01 = 2.63 and at 0.05 = 1.98

From the above table it was revealed that the 't' ratio was significant at 0.05 level of significance. The 't' ratio being 2.02 is more than the table value of 't' which is 1.98 at 0.05 level of significance at 98 degrees of freedom. Therefore, null hypothesis HO_1 that there does not exists significant difference between the teachers participation in school administration in relation to gender variation was rejected. From the means of the male and female teachers, it was quite evident that the male teachers had more participation in school administration than the female teachers. It is due to the fact that the male teachers are more accountable, committed and has less burden and they have less work load as compared to female teachers. Owing to these factors, the findings in the present case can be considered as final.

ii. *Management wise differential analysis on teachers' participation*

One of the objectives of the study was to be found out if there exists any difference in type of school of the teacher's participation in school administration, therefore the null hypothesis that state. There does not exist significant difference in the participation of higher secondary school teachers in school administration due to management.

In order to find out difference if any in the scores of participation of teachers of private and government schools, the test of significance of difference between the means of two sub sample was calculated and tested for significance.

In the sample there were 56% of the teachers working in government managed schools and 44% were in the private school. The 't' ratio was calculated and presented in table 10.

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Table-10 : Summary of test of significance of difference between the mean score due to management variation

Sub-sample	N	Mean	SD	S_{ED}	't'	Remark
Govt.	56	82.71	10.87	2.69	1.84	NS
Private	44	87.68	15.04			

Critical value of't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

The above table reveals that the 't' ratio was not significant even at 0.05 level of significance. The 't' ratio being 1.84 is less than the table value of 't' which is 1.98 at 0.05 level of significance at 98 degrees of freedom. Therefore, null hypothesis HO_2 that there does not exist significant difference between the teachers participation in school administration in relation to management variation could not be rejected. Hence, the 't' ratio could not be significant with slight deviation of 0.14. From the means of the govt. and private teachers, it was quite evident that the private school teachers had more participation in school administration than the govt. school teachers. It is due to the fact that the private school teachers are more accountable, committed and has the pressure from the management to participate actively in different aspects of school administration. Owing to these factors, the findings in the present case can be considered as final. The finding was in conformity with the earlier studies reported by Dinesh (2010).

iii. *Teaching Experience wise differential analysis on teachers' participation*

Teaching experience also has a significant role to play in effective teaching and learning process. A teacher with some years of experience in teaching would be able to deliver better to the students. It is because experienced teachers through their experience are more organized, conscious and can also handle the situation with more ease.

Table-11 : Summary of test of significance of difference between the mean score due to teaching experience variation

sub-sample	n	mean	sd	se_d	't'	remark
below 10yrs	52	83.90	11.30	2.64	0.78	ns
above 10yrs	48	85.96	14.70			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

The above table revealed that the 't' ratio was not significant even at 0.05 level of significance. The 't' ratio being 0.78 is less than the table value of 't' which is 1.98 at 0.05 level of significance at 98 degrees of freedom. Therefore, null hypothesis HO_2 that there does not exist significant difference between the teachers participation in school administration in relation to teachers experience variation could not be rejected. Hence, the 't' ratio could not be significant with deviation of 1.20. From the means it was revealed that above 10yrs experience teachers had more participation in school administration than the below 10yrs experience teachers. It is due to the fact that the above 10yrs experience has more experience in teaching-learning field and they follow systematic way as compare to below 10yrs experience teachers.

c) *Component wise differential analysis on the subsamples of TPSAS*

An attempt has been made by the investigator to highlight the component-wise differences of teacher's participation in school administration in relation to all sub-samples. For this 't' ratio was calculated and presented in table.

i. *Differential analysis on teacher's participation on planning aspect due to gender, management and experience variation*

One of the objectives was to ascertain the percentage of teacher taking part in planning of administration system in relation to gender, management and experience. Therefore the null hypotheses in planning that there does not exist any significant difference in teacher's participation in school administration in relation to gender, management and experience variation were formulated. In order to find out difference if any in the scores on teacher participation in school administration, the test of significance of difference between the two sub samples were calculated and tested for significant. The result has been presented below:

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Table-12 : Summary of test of significance of difference between subsamples on planning aspect

Variation	Subsample	N	M	SD	SE_D	df	T	Remarks
Gender	Male	50	16.48	4.56	0.82	98	1.90	NS
	Female	50	14.92	3.53				
Management	Govt.	56	14.89	3.47	0.85	98	2.16	$\rho<0.05$
	Private	44	16.73	4.69				
Experience	Below 10yrs	52	15.65	3.94	0.84	98	0.12	NS
	Above 10yrs	48	15.75	4.39				

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

It was observed from the above table that in gender variation mean and standard deviation of male and female teachers was found to be 16.48, 14.92, 4.56, 3.53 respectively & the 't' ratio was found to be 1.90. In case of management variation mean and standard deviation of govt. and private teachers was found to be 14.89, 16.73, 3.47, 4.69 respectively & the 't' ratio was found to be 2.16. In case of experience variation mean and standard deviation of below 10yrs and above 10yrs teachers was found to be 15.65, 15.75, 3.94, 4.39 respectively & the 't' ratio was found to be 0.12.

"t" value of gender and experience variation was found to be less than the table value 1.98 at 0.05 level in 98 degree of freedom, which is not significant. Hence, the formulated hypotheses HO_3 that there does not exist significant difference in the higher secondary school teachers participation in planning aspect in relation to gender and teachers experience variation was accepted and "t" value of management variation was found to be more than the table value 1.98 at 0.05 level in 98 degree of freedom, which is significant. Hence, the formulated hypotheses HO_3 that there does not exist significant difference in the higher secondary school teacher's participation in planning aspect in relation to management variation were rejected. From the mean scores in different contrasting subsamples, it was found that male, private and more experience teachers had more participation in planning aspect.

ii. *Differential analysis on teacher's participation on organizing aspect due to gender, management and experience variation*

One of the objectives was to ascertain the percentage of teacher taking part in organizing of administration system in relation to gender, management and experience. Therefore the null hypotheses in organizing that there does not exist any significant difference in teacher's participation in school administration in relation to gender, management and experience variation were formulated. In order to find out difference if any in the scores on teacher participation in school administration, the test of significance of difference between the two sub samples were calculated and tested for significant. The result has been presented below:

Table-13 : Summary of test of significance of difference between subsamples on organizing aspect

Variation	Subsample	N	M	SD	SE_D	df	T	Remarks
Gender	Male	50	19.58	3.50	0.66	98	1.64	NS
	Female	50	18.50	3.08				
Management	Govt.	56	18.88	3.14	0.69	98	0.54	NS
	Private	44	19.25	3.57				
Experience	Below 10yrs	52	18.92	2.89	0.68	98	0.37	NS
	Above 10yrs	48	19.17	3.78				

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

It was observed from the above table that in gender variation mean and standard deviation of male and female teachers was found to be 19.58, 18.50, 3.50, 3.08 respectively & the 't' ratio was found to be 1.64. In case of management variation mean and standard deviation of govt. and private teachers was found to be 18.88, 19.25, 3.14, 3.57 respectively & the 't' ratio was found to be 0.54. In case of experience variation mean and standard deviation of below 10yrs and above 10yrs teachers was found to be 18.92, 19.17, 2.89, 3.78 respectively & the't' ratio was found to be 0.37.

"t" value of all the variation was found to be less than the table value 1.98 at 0.05 level in 98 degree of freedom, which is not significant. Hence, the formulated hypotheses HO_4 that there does not exist significant difference in the higher secondary school teachers' participation in organizing aspect in relation to gender, management and teachers experience variation was

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rejected. From the mean scores in different contrasting subsamples, it was found that male, private and more experience teachers had more participation in organizing aspect.

iii. *Differential analysis on teacher's participation on communicating aspect due to gender, management and experience variation*

One of the objectives was to ascertain the percentage of teacher taking part in communicating of administration system in relation to gender, management and experience. Therefore the null hypotheses in communicating that there does not exist any significant difference in teacher's participation in school administration in relation to gender, management and experience variation were formulated. In order to find out difference if any in the scores on teacher participation in school administration, the test of significance of difference between the two sub samples were calculated and tested for significant. The result has been presented below:

Table-14 : Summary of test of significance of difference between subsamples on communicating aspect

Variation	Subsample	N	M	SD	SE_D	df	t	Remarks
Gender	Male	50	23.76	4.87	0.84	98	0.71	NS
	Female	50	23.16	3.39				
Management	Govt.	56	23.16	3.41	0.88	98	0.77	NS
	Private	44	23.84	5				
Experience	Below 10yrs	52	23.38	4.12	0.83	98	0.19	NS
	Above 10yrs	48	23.54	4.15				

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

It was observed from the above table that in gender variation mean and standard deviation of male and female teachers was found to be 23.76, 23.16, 4.87, 3.39 respectively & the 't' ratio was found to be 0.71. In case of management variation mean and standard deviation of govt. and private teachers was found to be 23.16, 23.84, 3.41, 5 respectively & the 't' ratio was found to be 0.77. In case of experience variation mean and standard deviation of below 10yrs and above 10yrs teachers was found to be 23.38, 23.54, 4.12, 4.15 respectively & the 't' ratio was found to be 0.19.

"t" value of all the variation was found to be less than the table value 1.98 at 0.05 level in 98 degree of freedom, which is not significant. Hence, the formulated hypotheses HO_5 that there does not exist significant difference in the higher secondary school teachers' participation in communicating aspect in relation to gender, management and teachers experience variation was rejected. From the mean scores in different contrasting subsamples, it was found that male, private and more experience teachers had more participation in communicating aspect.

iv. *Differential analysis on teacher's participation on controlling aspect due to gender, management and experience variation*

One of the objectives was to ascertain the percentage of teacher taking part in controlling of administration system in relation to gender, management and experience. Therefore the null hypotheses in controlling that there does not exist any significant difference in teacher's participation in school administration in relation to gender, management and experience variation were formulated. In order to find out difference if any in the scores on teacher participation in school administration, the test of significance of difference between the two sub samples were calculated and tested for significant. The result has been presented below:

Table-15 : Summary of test of significance of difference between subsamples on controlling aspect

Variation	Subsample	N	M	SD	S_{ED}	df	t	Remarks
Gender	Male	50	14.88	4.19	0.75	98	2.19	$\rho<0.05$
	Female	50	13.24	3.28				
Management	Govt.	56	13.43	3.30	0.78	98	1.83	NS
	Private	44	14.86	4.32				
Experience	Below 10yrs	52	13.81	3.47	0.77	98	0.68	NS
	Above 10yrs	48	14.33	4.21				

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

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It was observed from the above table that in gender variation mean and standard deviation of male and female teachers was found to be 14.88, 13.24, 4.19, 3.28 respectively & the 't' ratio was found to be 2.19. In case of management variation mean and standard deviation of govt. and private teachers was found to be 13.43, 14.86, 3.30, 4.32 respectively & the 't' ratio was found to be 1.83. In case of experience variation mean and standard deviation of below 10yrs and above 10yrs teachers was found to be 13.81, 14.33, 3.47, 4.21 respectively & the 't' ratio was found to be 0.68.

"t" value of management and experience variation was found to be less than the table value 1.98 at 0.05 level in 98 degree of freedom, which is not significant. Hence, the formulated hypotheses HO_6 that there does not exist significant difference in the higher secondary school teachers participation in controlling aspect in relation to management and teachers experience variation was accepted and "t" value of gender variation was found to be more than the table value 1.98 at 0.05 level in 98 degree of freedom, which is significant. Hence, the formulated hypotheses HO_6 that there does not exist significant difference in the higher secondary school teacher's participation in planning aspect in relation to gender variation were rejected. From the mean scores in different contrasting subsamples, it was found that male, private and more experience teachers had more participation in controlling aspect.

v. *Differential analysis on teacher's participation on evaluating aspect due to gender, management and experience variation*

One of the objectives was to ascertain the percentage of teacher taking part in evaluation of administration system in relation to gender, management and experience. Therefore the null hypotheses in evaluation that there does not exist any significant difference in teacher's participation in school administration in relation to gender, management and experience variation were formulated. In order to find out difference if any in the scores on teacher participation in school administration, the test of significance of difference between the two sub samples were calculated and tested for significant. The result has been presented below:

Table-16 : Summary of test of significance of difference between subsamples on evaluating aspect

Variation	Subsample	N	M	SD	SE_D	df	t	Remarks
Gender	Male	50	13.84	2.87	0.52	98	2.12	$\rho<0.05$
	Female	50	12.74	2.32				
Management	Govt.	56	12.82	2.65	0.53	98	2.02	$\rho<0.05$
	Private	44	13.89	2.58				
Experience	Below 10yrs	52	13.38	2.51	0.54	98	0.35	NS
	Above 10yrs	48	13.19	2.83				

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

It was observed from the above table that in gender variation mean and standard deviation of male and female teachers was found to be 13.84, 12.74, 2.87, 2.32 respectively & the 't' ratio was found to be 2.12. In case of management variation mean and standard deviation of govt. and private teachers was found to be 12.82, 13.89, 2.65, 2.58 respectively & the 't' ratio was found to be 2.02. In case of experience variation mean and standard deviation of below 10yrs and above 10yrs teachers was found to be 13.38, 13.19, 2.51, 2.83 respectively & the 't' ratio was found to be 0.35.

"t" value of gender and management variation was found to be more than the table value 1.98 at 0.05 level in 98 degree of freedom, which is significant. Hence, the formulated hypotheses HO_7 that there does not exist significant difference in the higher secondary school teachers participation in evaluation aspect in relation to gender and management variation was rejected and "t" value of experience variation was found to be less than the table value 1.98 at 0.05 level in 98 degree of freedom, which is not significant. Hence, the formulated hypotheses HO_7 that there does not exists significant difference in the higher secondary school teacher's participation in evaluation aspect in relation to experience variation could not be rejected. From the mean scores in different contrasting subsamples, it was found that male, private and more experience teachers had more participation in evaluating aspect.

d) *Study of significance of difference between subsamples of gender, management and experience through ANOVA on teacher's participation in school administration*

The main objective of the study was to assess the main effect of gender, management and experience on teacher's participation in school administration. In this context the null hypothesis formulated was that," There is no interaction effect of gender, management and experience together on the participation of higher secondary school teachers in school administration". Therefore an ANOVA was applied to test the result. For this purpose the 3 groups (gender, management and experience) were categorized under 8 subgroups like male, govt. and below 10yrs experience teachers; male, govt. and above 10yrs experience teachers; male,

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private and below 10yrs experience teachers; male, private and above 10yrs experience teachers; female, govt. and below 10yrs experience teachers; female, private and below 10yrs teachers; female, private and above 10yrs teachers; female, govt. and above 10yrs teachers. The result was presented in the table 17.

Table-17 : Test of significance of difference between subsamples through ANOVA on participation of teachers in school administration

Sources of variance	Sum of squares	df	Mean square variance	f	Remark
Between groups	1779	7	254.14	0.133	NS
Within groups	175564	92	1908.30		
Total	177343	99	1791.34		

'F' ratio for (92, 7) df at 0.05 = 2.04

From the above table it was observed that the f ratio was 0.133 which was quite less than the table value of f ratio for (92, 7) df at 0.05 = 2.04 therefore the null hypothesis that there is no interaction effect of gender, management and experience together on the participation of higher secondary school teachers in school administration could not be rejected. Hence it can be concluded that the teacher's belonging to different groups on gender, management and experience did not differ significantly with respect to their level of participation in school administration. The result could be quite clear from the analysis of the results obtained through't' ratios.

V. Summary and Recommendation

a) The Summary

A teacher does not confine himself to the programme mere giving of information he goes for beyond it. He links his teaching with the ultimate values of life. He must be conscious of the inadequacies of the present social, economic, religious and moral environment and strive to create in his pupil a desire to leave the world a better place than he found it. The teaching professions demands deep understanding, reasoning power, power of discrimination, originality, imagination, memory, alertness, tactfulness, resourcefulness and foresight. Only a person possessing above average intelligence can face successfully the problem arising in the job. It is desirable for a teacher to possess an intellectual bent of mind, and his pursuits and engagements must be intellectual in nature rather than recreational and materialistic.

The teacher's job is a challenge for even the most capable. Its duties and function are unlimited in number. Major areas of teachers' participation in school administration are:

- Planning: An unplanned administration wills not very far. Only a planned approach can achieve desired results. A haphazard approach will block the channel and process of administration. The rules of administration, which make it smooth and systematic, are also a part of this planning. When administration is to act as the agency to solve problems, it must first give thought to them and plan the steps to be taken for solving any one of them.
- Organization: It is the fundamental task in every administration. Organization is the machine for getting things done. It is chiefly concerned with provisions, arrangements and manpower which enable the administration to carry out its obligations. With the organization of materials we raise a structure for the school.
- Direction: Direction represents leadership, which has a key role to play in administration. This is the authority which directs work and gets things done. It is held by a person who is responsible for making decisions, issuing them in the form of orders or directions and getting them implemented.
- Co-ordination: In administration, there is always the involvement of a number of things and persons. It is the domain of coordination which produces in all of them a sort of oneness, single-mindedness and collective effort. It serves as a lubricant in the administrative machinery for its smooth functioning.
- Evaluation: He has to carry out frequent evaluation of the progress of the students also. This is a part of his teaching duties and it helps immensely in his process of teaching. It gives an opportunity to discover the students' deficiencies, difficulties and possibilities. Teaching can proceed in the light of achievements from individual to individual. Bhagabji (1984) observed that teachers in charge of games and sports whole heartedly participated or supported the co-curricular activities to the programme.

i. *Rationale of the Study*

The quality of a nation depends upon the quality of its citizens and the quality of citizens depends upon the quality of education. It is said that education is the only device to eradicate disparity, child labor, illiteracy and to bring democratic value like fraternity, equality, justice etc. Teachers are the backbone behind progress and prosperity of a nation. School's administration cannot run smoothly and cannot achieve marvelous performance from students without active participation

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of teachers. After thorough reviews of theoretical and empirical literature the areas in which the teachers should participate in school administration are Planning, Organizing, Communicating, Controlling, and Evaluation, and then only teacher can help implementation of the developmental programme of the society. In the school, headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional competence will largely depend on 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 because assumption is that administrator is the high school headmaster. In larger school, many of the duties of the administration will be performed of the assistant headmasters and other members of the school staff. Bhagabaji (1984) observed that teachers in charge of games and sports whole heartedly participated or supported the co-curricular activities programme.

In the light of above discussions, it is evident that teacher participation in school administration is gaining importance and also essential for school quality and academic goal achievement.

In the light the following research questions can be asked:-

- Do the higher secondary school teachers participate in school administration?
- Is it satisfactory at the higher secondary level?
- Do the higher secondary school teachers differ in the level of their participation in school administration with regard to their gender, school management and teaching experience variation?

Answers to the above questions provide a backdrop for conducting the present research.

ii. *Statement of the problem*

The problem is stated as "*Participation of Higher Secondary School Teachers in School Administration*".

iii. *Objectives of the study*

The study was conducted with the following objectives.

- To study the level of participation of higher secondary school teachers in school administration and to categories them in different levels of their participation in school administration.
- To find out significant differences if any in the participation of higher secondary school teachers in school administration in relation to gender, school management and teaching experience variation both totally and component wise.
- To find out the main and interaction effect of gender, school management and teaching experience on the levels of participation of higher secondary school teachers in school administration.

iv. *Formulation of hypotheses*

The following hypotheses were formulated for the study.

HO_1: There is no significant difference in the degree of participation of higher secondary teachers in school administration.

HO_2: There is no significant difference in the participation of higher secondary school teachers in school administration due to gender, school management and teaching experience variation.

HO_3: There is no significant difference in the participation of higher secondary school teachers in planning aspect in relation to gender, school management and teaching experience variation.

HO_4: There is no significant difference in the participation of higher secondary school teachers in organizing aspect in relation to gender, school management and teaching experience variation.

HO_5: There is no significant difference in the participation of higher secondary school teachers in communicating aspect in relation to gender, school management and teaching experience variation.

HO_6: There is no significant difference in the participation of higher secondary school teachers controlling aspect in relation to gender, school management and teaching experience variation.

HO_7: There is no significant difference in the participation of higher secondary school teachers in evaluation aspect in relation to gender, school management and teaching experience variation.

HO_8: There is no interaction effect gender, management and experience together on the participation of higher secondary school teachers in school administration.

v. *Scope and delimitation of the study*

The scope of the study is to ascertain the level of participation of higher secondary school teachers in school administration in relation to their gender, school management and teaching experience variation. Other variables like – age, social economic status, locale, intelligence etc. was not taken into consideration due to time constraint.

The study was delimited to 100 higher secondary school teachers teaching in classes XI and XII of higher secondary schools of siliguri in jalpaiguri district of west Bengal.

vi. *Method of the Study*

The study design is descriptive method i.e., normative survey method. Here in the study participation of higher secondary school teachers has been studied in relation to gender, school management and experience. Therefore, it is an ex-post-facto study.

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vii. *Sample*

A sample of 100 teachers had been selected from 12 higher secondary schools of Jalpaiguri district. These teachers had been categorized as male and female, more experienced and less experienced, Govt. and Private management.

viii. *Tools used*

To assess the level of participation of Higher Secondary School Teachers in School Administration, Teacher's Participation in School Administration Scale (TPSAS) of Taj (1985) will be used in the study. The scale consists of 27 items comprising of 5 areas like – planning, organizing, communicating, controlling and evaluation. The responses will be recorded against each item under the five point scale i.e. always, frequently, occasionally, rarely and never. The always point given 5 credits and never will be scored as 1 credit and three middle points frequently, occasionally and rarely will be scored as 4,3,2 respectively. The test retest reliability of a scale is 0.76.

ix. *Techniques for data analysis*

For collection of data, questionnaire technique was used. For the interpretation of scores, both descriptive and inferential statistics would be adopted in relation to objectives stated and hypotheses formulated. Descriptive statistics will be used for ascertaining the participation of higher secondary school teachers in school administration with respect of gender, management and teaching experience variation.

In inferential statistics test of significance't'- ratio was used for computation of scores based on gender, management and teaching experience. χ^2 was also used.

b) The major findings of the study

The major findings of the study are presented briefly in the following lines:

- The skewness and kurtosis of scores were found to be 0.18 and 0.27 as against 0 and 0.263 respectively in case of a normal curve. Hence the distribution is positively skewed and platykurtic. The scores obtained by teachers on TPSAS deviated slightly from normality.
- There existed significance difference in the participation of higher secondary school teachers in school administration in relation to gender variation.
- There existed no significant difference in the participation of higher secondary school teachers in school administration in relation to school management and teaching experience variation.
- In planning aspect there existed no significant difference in teacher's participation in relation to gender and experience variation but there existed significance difference in relation to management variation.
- In organizing aspect there existed no significant difference in teacher's participation in relation to gender, management and teaching experience variation.
- In communicating aspect there existed no significance difference in teacher's participation in relation to gender, management and teaching experience variation.
- In controlling aspect there existed significance difference in teacher's participation in relation to gender variation but there existed no significant difference in relation to management and teaching experience variation.
- In evaluation aspect there existed significance difference in teacher's participation in relation to gender and management variation but there existed significant difference in relation to experience variation.

VI. Recommendation

The challenges faced by today's school administrators are increasing in frequency, complexity and intensity and require school leaders to have both theoretical understandings of school based problems and practical approaches to addressing them. Adequate funding should be provided, in order to provide for the day to day administrative running of the school. There should be more of parental involvement in secondary school administration; after all it's their child that attends this secondary school so it should also be their concerns. The Parents-Teacher Association (PTA) should be formed in order to coordinate this affair. Recruitment of competent hands to handle the administrative affairs of the secondary schools is necessary. Here only season administrators should be employed based on merit and their track records in secondary school administration. There should be constant teacher's training in the secondary school system in order to enhance the capacity of the teachers and inculcate in them new ideas in the teaching industry. A detail short or medium term plan should be designed, developed and implemented for secondary schools. At least let our administrators have a guide or directive on the road to follow and how they can be able to meet the set deadlines. Administrative issues with teachers and other staff members can run the gamut from complaints about teacher evaluations to program changes to lack of supplies. Administrators address pedagogical difficulties and work with staff to solve problems that hinder learning. It is challenging to create an orderly and task-oriented atmosphere in which all stakeholders are considered. As far as differences between male and female in leadership positions were concerned, two contradictory views appear in the literature. While some researchers found no substantial

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evidence for gender differences in educational leadership this paper seeks to set the stage for the exploration of female leadership in educational Systems.

- The female teachers should be motivated to handle any sort of pressure and workload.
- Teachers with less experience should not be kept for administration work.
- The government schools should be able to cater to needs and demands of the teacher.

a) Scope for further Research

The present study has selected 100 samples and it was delimited to Jalpaiguri district because of limited duration. The study was not able to cover everything about the teacher participation in school administration as the duration is delimited.

- The study can be conducted again in same area taking more samples.
- Some other variables by including more district or states taking teachers from various types of schools such as, male and female, coeducation, locale such as rural and urban, tribal, types of curriculum such as ICSE and CBSE so as to present clear picture of the studies than it will be more beneficial for the higher secondary school education in that way we can find out shortcomings of education system, as quality education is the need of an hour.
- There is a scope for further research that can be conducted with samples drawn at different levels of education like primary and secondary.

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