

Study of Participation in School Administration of Residential and Non-Residential School Teachers in Relation to their Teaching Subject and Experience

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Abstract

The day-to-day participation of teachers in the administrative activities enhances teachers to gain a lot of experience, remove boredom, frustration and increases workers commitment, efficiency and job satisfaction. This study examined teachers' participation in school administration in relation to nature of school, teaching experience and their teaching subjects. The study employed “simple random sampling” as the sampling technique and was conducted on 80 teachers belonging to residential and non-residential schools. “Teacher’s Participation in School Administration Scale ” was used as data collection tool. The scale was developed by Haseen Taj (2000). The instrument was administered in two residential and two non-residential schools of Dist. Sonipat, Haryana state. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed that there is significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non-residential) and their teaching subjects (Arts and Science) but no significant difference was found with regard to their teaching experience (less than 15 years and more than 15 years).

Introduction

The success or failure of any school or an organization is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school. According to Sarwar (1991) some of these duties are supervision of assembly, literary society; supervision of student functions; supervision of funds, fee and fines; supervision of discipline and punctuality as day master; supervision of games and sports; supervision of hostel; supervision of library, reading room; supervision of records and registers; supervision of stores; supervision of first aid and supervision of workers. Educational administration deals with the process of validating purposes and allocating resources to achieve the maximum attainment of purposes with the minimum allocation of resources it includes the aspects of management of material equipment, management of school plant, management of human equipment and management of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities (Shahid, 2000). Administration is sometimes conceptualized as the job of the school principal, which includes holding together the organization, making progress towards set objectives, and getting things done. It is also the process of organization leadership (Udoh and Akpa, 2007).

The role of school administration defined as the implementation of educational administration in a limited field is to ensure the wellbeing of school in accordance with its goals by utilizing all available human and material resources at the school effectively (Ağaoğlu, 2002). As a matter of fact, including the employees in making decisions that

are related to them may contribute to making healthier decisions (Freidman, 1991). Individuals who participate in decision-making are expected to make more sincere efforts to implement those decisions. A teacher has to organize the various activities and programmes for which he is responsible. He has to make the proper seating arrangement, arrange the audio-visual aids and organize the instructional work. He has to supervise the co-curricular activities and help and guide them in proper selection. He has also to supervise the boarders (Kochhar, 1993).

Welfson (1998) reiterated that boredom and frustration at work is often the result of an employee's lack of involvement in decision-making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. Teachers are satisfied and motivated with the participation in educational management. They are very keen and much interested to accept the responsibilities. Their satisfaction is related directly to the extent that they participate in decision-making as individuals or in groups (Campbell and Gregg, 1957). Mullins (2005) is of the opinion that many people believed that staff participation in decision-making leads to higher performance and which is necessary for survival in an increasingly competitive world. Ndu and Anogbo (2007) noted that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Short et al. (1991) said the kind of school climate that encourages involvement in decision-making encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity.

Objectives of the study

1. To find whether there is any significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non- residential).
2. To find whether there is any significant difference between school teachers in their participation in school administration with regard to their teaching experience (less than 15 years and more than 15 years).
3. To find whether there is any significant difference between school teachers in their participation in school administration with regard to their subjects (Arts and science).

Hypotheses

1. There is no significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non-residential).
2. There is no significant difference between school teachers in their participation in school administration with regard to their teaching experience (less than 15 years and more than 15 years).
3. There is no significant difference between school teachers in their participation in school administration with regard to their subjects (Arts and science).

Methodology

Sampling Design

In the present study, a sample of 80 teachers belonging to residential and non- residential schools of Dist. Sonapat, Haryana were selected through simple random sampling

technique through survey method.

Tool of Research

“Teacher’s Participation in School Administration Scale ” was used as data collection tool. The scale was developed by Haseen Taj (2000). The scale is composed of 27 items related to five areas of school administration in which the teacher should participate. They are planning, organization, communication, controlling and evaluation.

Procedure

Descriptive survey method of research was employed for the present study.

Analysis and interpretation of data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1

Shows the Mean, S.D.and t- ratio for testing the significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non- residential).

School Teachers	N	M	S.D	S.Ed.	t- value	Level of significance .05
Residential	40	88.8	14.01	3.57	2.44	Sig.
Non-residential	40	97.5	17.68			

It is inferred from the above table that there is significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non- residential). A close look of table clearly reveals that mean value of residential school teachers participation in school administration is higher than the teachers of non- residential schools. The value of t-ratio was calculated to be 2.44 which is significant at 0.05 level of significance so the hypothesis, “There is no significant difference between school teachers in their participation in school administration with regard to their type of schools (residential and non- residential)” is rejected.

Table 2

Shows the Mean, S.D.and t- ratio for testing the significant difference between school teachers in their participation in school administration with regard to their teaching experience (less than 15 years and more than 15 years).

Teaching Experience	N	M	S.D	S.Ed.	t-value	Level of significance .05
Less than 15yrs	36	91.55	16.87	4.06	0.98	Not Sig.
More than 15yrs	44	95.52	19.40			

There is no significant difference between school teachers in their participation in school administration with regard to their teaching experience (less than 15 years and more than 15 years). The null hypothesis in table 2, there is no significant difference between school teachers in their participation in school administration with regard to their teaching experience (less than 15 years and more than 15 years) is accepted since t- value (0.98) is less than the table at 0.05 level of significance. Therefore teachers' teaching experience is not significantly related to their involvement in school administration.

Table 3

Shows the Mean, S.D. and t- ratio for testing the significant difference between school teachers in their participation in school administration with regard to their subjects (Arts and science).

School Teachers (Streams)	N	M	S.D	S.Ed.	t- value	Level of significance .05
Arts	41	95.95	18.42	3.53	2.01	Sig.
Science	39	88.87	12.73			

Table showing that the obtained t-value 2.01 is greater than the table value at 0.05 level of significance. Thus the null hypothesis is rejected and in its place alternative hypothesis is accepted and hence it is concluded that Arts school teachers and Science school teachers are significantly differ on participation in school administration. Comparing the mean value of Arts teachers (95.95) is higher than that of Science teachers (88.87). Hence Arts teachers found more active in school administrative activities than Science teachers.

Conclusion

The finding affirmed that type of school was an important factor for teacher's participation in school administration. Result shows that teachers working in residential schools were more involved in school administrative process than non-residential schoolteachers.

The result shows that experience of the teachers has nothing to do with their involvement in school administrative activities. However present study shows that the mean value of more experienced teachers regarding the participation in school administration is higher in comparison to less experienced teachers but it is not significant. More experienced teachers (15 years and above) could not be said to be more involved than younger teachers (less than 15 years experience) in school administration.

It was also revealed in the study that there was disparity in the involvement of Arts and Science teachers in school administrative processes. Arts school teachers and Science school teachers are significantly differ on participation in school administration. Comparing the mean value of Arts teachers and Science teachers, Arts teachers found more active in school administrative activities than Science teachers.

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