

PARTICIPATION OF SECONDARY GRADE TEACHERS IN SCHOOL ADMINISTRATION FOR QUALITY EDUCATION

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Teachers play a major role in schools both academically and by participating in school administration for ensuring quality education for students. The present investigation was undertaken to study the participation of secondary grade teachers in school administration. The researcher selected 100 teachers teaching in government, government aided and private schools of Thanjavur district of Tamil Nadu. A standardized tool (Teacher's Participation in School Administration Scale-TPSAS) was used in the study. To know the participation of secondary grade teachers in school administration, data were collected and Mean and SD were worked out. 't' test was applied to find out significant difference between variables and also used F test, to find out where the difference exists among the groups. This study reveals that the secondary grade teachers have more participation in school administration. The Teachers who take part in school administration are encouraged to avail other benefits in schools. The study also shows that teachers who are doing administrative tasks make them more involved in the quality of education resulting in an enhanced level of students academic performance.

KEYWORDS: Teacher Participation, School Management and Administration, Academic Performance.

INTRODUCTION

Harvey (1995) defines the vision of educational quality by five goals i.e. exceptionality, consistency, fitness for purpose, value for money and

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transformative potential. The successful working of school depends upon the administration for which there should be suitable environment for teacher's participation in it. The academic achievement of students determines the success or failure of a school's educational programmes. The participation of teachers in school management can help in achieving a school's educational goals. Teacher participation programmes help in the development of a close association between teachers and principals and this motivates both of them in turn.

Ogunsaju (2002) said that education management should be perceived as the aspect of management which concerns itself with the freedom and planning, with discipline and participation, with leadership and democracy, not merely in what they teach, but in the way they function as organizations. 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).

The prime duty of the teacher along with other duties is classroom instruction. The head of educational institutions in many cases shared the power and made teachers participate in other school activities to run a smooth administration. Every staff member of an educational institution has the right to participate in the taking of decisions that affect him, not leading to decreased organizational effectiveness. 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. Contribution of teachers is usually extremely valuable in the society. They are able to make other members of the management bodies and committees more aware of the problems and opportunities in education. Even for teachers, trainings are given for qualitative improvement towards developing professionalism for maintaining a better balance between theory and practice, broadening pedagogical and didactic skills, creating links to research and utilising new technologies.

TEACHER PARTICIPATION

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the making of decisions that improves organisational effectiveness. Teachers are satisfied and motivated with the participation in educational management. Usually they are very keen and much interested to accept the responsibilities. Their satisfaction is directly related to the extent that management bodies and committees are more aware of the problems and opportunities in education. Even for teachers, trainings are given for qualitative improvement towards developing a professional attitude, which helps in creating a better balance between theory and practice, and improves participation in decision making as individuals or in groups. Contribution of teachers is extremely valuable in the society as they are able to develop pedagogical and didactic skills, create links for research and utilize new technologies for enhancing the quality of education. The teachers are recognised as the rocks on which foundation of the nation are built (FRN, 2004). The teachers are charged with the responsibility to manage this educational revolution and this new educational system is certainly bound to be a total failure if teachers are not adequately equipped/motivated in the right way (Figure 1).

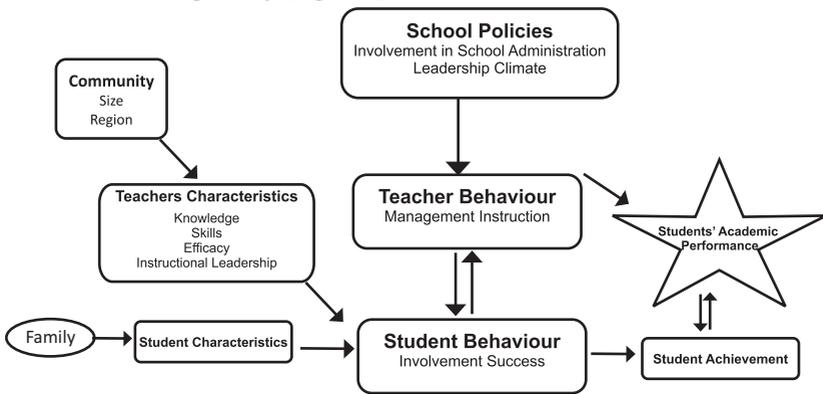


Figure 1. Influence of Teachers' Participation in School Management on Students' Academic Performance.

REVIEW OF LITERATURE

Various studies reveal the importance of schools and teachers in enhancing the quality of education. In South Africa the school governing bodies establish a new relationship between the state and parents in setting the new direction for education and provide a better learning space (Noleen, 2007). According to the views of Craig (1995) and Prouty and Tegegn (2000), the quality focuses on process within the school and classroom and relationships between the school and the surrounding community in interacting at the school level to shape quality of learning that a society values in young people. A strong school community and strong school leadership are of overriding importance in bringing teachers together as a community of learning at the school level

(Fredriksson, 2004). Based on the views of Hatch (2006), teacher research may lead to improved instructional practices across the school and eventual changes in school or even district policies that encompass both teacher development at the school level and educational reforms at the local policy level.

Abilasha, Vashistha and Agarwal (2009) describe the positive association between students' achievement and teachers' academic skills, level of content knowledge, years of experience, and participation in content related professional development opportunities. Education management is usually faced with everyday problems of dealing with the society it serves especially with the frequent introduction of new policies, which affect the theory, and practice of educational management. The academic excellence of the school system and the students' depends on the quality, effectiveness and the efficiency of teachers because of their whole hearted participation and management (Sunday & Auta, 2012). Orga and Ugwu (2000) pointed out that good control involved tailoring of control devices and information to suit the school plan. There are many functions concerned in the process of administration and management; such functions are sometimes referred to as the element or component of management. These management functions have been described to be universal in all social organisations like the school etc. Many studies recommended that the success of a working school depends upon the administration which provides a suitable environment for teachers' to participate however, there is a scarce information about the teachers' participation in school administration (Yousuf et al. 2013).

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the level of participation of secondary grade teachers in school administration.
2. To find out significant differences in the participation of secondary grade teachers in school administration with respect to demographic variables like gender, locality of the teacher, educational qualification, medium studied, age, income and family size.
3. To find out significant differences in the participation of secondary grade teachers in school administration with respect to demographic variables like level of the school, grade of the teacher, type of school, teaching experience and religion.

HYPOTHESES OF THE STUDY

The hypotheses of the study are:

1. The secondary grade teacher's participation is high in school

administration.

2. There is no significant difference between demographic variables like gender (Male & Female), locality of the teacher (Urban & Rural), educational qualification (UG & PG), medium studied (Tamil & English), age (above & below 40 yrs), income per month (above Rs 25,000 & below Rs 25,000) and family size (Joint & Nuclear) with respect to their participation in school administration.
3. There is no significant difference among the demographic variables such as Level of the school (Primary, Middle, High and Higher Secondary), Grade of the teacher (Secondary Teacher, BT Teacher, PG Teacher and HM), Type of School (Govt aided, Government and Private), Teaching Experience (<10 Yrs, 11-20 Yrs and 21-30 Yrs) and Religion (Hindu, Christian and Muslim) in relation to their participation in school administration.

RESEARCH METHODOLOGY

To find out the influence of teachers' participation in secondary school management on students' academic performance in Tanjore district of Tamil Nadu, the normative survey method has been used (Johnson & Christensen, 2008).

SAMPLE

The study was conducted on a sample of 100 secondary grade teachers in Thanjavur district from different rural, urban, government, government aided and private secondary schools affiliated to school education department of the Government of Tamil Nadu.

TOOL USED

Teacher's Participation in School Administration Scale (TPSAS) was framed along with a five point rating scale developed by Taj (2000) was used to collect the data. The standardized tool consists of 27 items and measures Planning, Organising, Communicating, Controlling and Evaluation as factors of teacher's participation in school administration. As reported in the manual, the split-half reliability co-efficient of the scale is 0.69. As per validity is concerned, intrinsic validity is 0.60 and 0.58 and item validity ranges from 0.23 and 0.58.

RESULTS OF THE STUDY

The collected data are analysed using proper statistical tools and valid conclusions are made from the results. The analysis is carried out by using the

Mean, SD and t-test. Different variables were compared in between the groups by using one way analysis of variance (ANOVA). The influence of teachers' participation in secondary school management on students' academic performance in Tanjavur district of Tamil Nadu was tested out and proved through the hypotheses laid down for the study.

Hypothesis 1: The Secondary Grade Teacher's Participation is High in School Administration.

Table 1

Mean and SD for Teacher Participation in School Administration.

Dimensions		N	Mean	SD
Gender	Male	26	85.5	9.74
	Female	74	86.21	10.24
Locality of the Teacher	Rural	71	86.53	8.81
	Urban	29	84.75	12.74
Educational Qualification	UG	18	88.88	12.12
	PG	82	85.40	9.53
Medium Studied	Tamil	98	86.11	9.95
	English	2	82	19.79
Age	< 40 yrs	35	82.8	10.15
	> 40 yrs	65	87.76	9.66
Income (Per Month)	> 25,000	64	88.31	8.79
	< 25,000	36	81.97	11.01
Family Size	Nuclear	57	86.64	10.21
	Joint	43	85.20	9.93
Level of the School	Primary	44	89.15	9.46
	Middle	19	87.21	9.75
	High	33	87	12.24
	High Secondary	4	81.06	9.28
Grade of the Teacher	Sec Teacher	73	85.9	9.72
	BT Teacher	16	84.6	10.57
	PG Teacher	4	80	12.11
	HM	7	94	9.05
Type of School	Govt. Aided	19	83.57	13.43
	Government	72	86.55	8.91
	Private	9	86.03	11.25
Experience	> 10 Yrs	19	11.70	11.70
	11-20 Yrs	61	9.03	9.03
	21-30 Yrs	20	8.73	8.73
Religion	Hindu	74	85.62	9.59
	Muslim	2	88	12.72
	Christian	24	87.12	11.63
Total (Average)		100	85.57	10.90

Results reveal that the average mean score (85.57) & SD (10.90) is high, which shows that secondary grade teacher's support to make the administrative affairs smoother through their participation and involvement in educational management and in administration (Table 1), thereby, enhancing the quality of students' effectiveness in the schools. Hence, the hypothesis is accepted.

Hypothesis 2: There is no significant difference between demographic variables like gender (Male and Female), locality of the teacher (Urban and Rural), educational qualification (UG and PG), medium studied (Tamil and English), age (above and below 40 years), income per month (above Rs. 25,000 and below Rs. 25,000) and family size (Joint and Nuclear) with respect to their participation in school administration.

Table 2
Differential Analysis of Teacher Participation in School Administration with Reference to Demographic Variables.

Dimensions		N	Mean	SD	SEm	t
Gender	Male	26	85.5	9.745	1.91	0.31
	Female	74	86.21	10.24	1.19	
Locality	Rural	71	86.53	8.81	1.04	0.78
	Urban	29	84.75	12.74	2.36	
Educational Qualification	UG	18	88.88	12.12	2.85	1.33
	PG	82	85.40	9.53	1.05	
Medium Studied	Tamil	98	86.11	9.95	1.00	0.57
	English	2	82	19.79	14	
Age	< 40 yrs	35	82.8	10.15	1.71	2.40*
	> 40 yrs	65	87.76	9.66	1.19	
Income	> 25,000	64	88.31	8.79	1.09	3.15**
	< 25,000	36	81.97	11.01	1.83	
Family Size	Nuclear	57	86.64	10.21	1.35	0.70
	Joint	43	85.20	9.93	1.51	

*Significant at 0.05 level

**Significant at 0.01 level

The analysis of the data presented in Table 2 indicates that there are no significant differences with reference to the demographic variables like gender, family size, educational qualification, medium studied and locality. From the above data it can also be seen that participation of the teachers in the below 40 years age group have a smaller mean (82.8) as compared to teachers in the above 40 years of age group (87.76). Hence the difference between them is significant at 0.05 level (t=2.40). The same trend has been followed in the salary

of the teachers. Significant difference has been observed in teachers participation in administration whose salary is above and below Rs.25000 with mean scores of 81.97 (>Rs.25,000) and 88.31 (<Rs.25,000). The difference is significant at 0.01 level with a t value of 3.15.

Further the results reveal that teachers with above 40 years of age have more involvement in school administration, which may be due to their experience and opportunities being given mostly to senior teachers in schools. But secondary grade teachers who have received more than Rs.25,000 are more motivated in participating in administrative work as allotted by the school. Hence, Hypothesis 2 is partially rejected.

Hypothesis 3: There is no significant difference among secondary grade teacher's participation in school administration in relation with demographic variables such as Level of the school (Primary, Middle, High and Higher Secondary), Grade of the teacher (Secondary Teacher, BT Teacher, PG Teacher and HM), Type of School (Govt. Aided, Government and Private), Teaching Experience (11-20 Yrs, 21-30 Yrs, below 10 Yrs) and Religion (Hindu, Christian and Muslim) in relation to their participation in school administration.

Table 3

Result of ANOVA for Teacher Participation in School Administration with their Mean, SD and F-Ratio.

Dimensions		N	Mean	SD	SEM	F
Level of School	Primary	44	89.15	9.46	1.42	4.65*
	Middle	19	87.21	9.75	2.23	
	High	33	87	12.24	6.12	
	Higher Secondary	4	81.06	9.28	1.61	
Grade of the Teacher	Sec Teacher	73	85.9	9.72	1.13	2.11
	BT Teacher	16	84.6	10.57	2.64	
	PG Teacher	4	80	12.11	6.05	
	HM	7	94	9.05	3.42	
Type of School	Govt. Aided	19	83.57	13.43	3.08	0.69
	Government	72	86.55	8.91	1.05	
	Private	9	86.03	11.25	3.75	
Experience	> 10 Yrs	19	11.70	11.70	2.68	6.77*
	11-20 Yrs	61	9.03	9.03	1.156	
	21-30 Yrs	20	8.73	8.73	1.95	
Religion	Hindu	74	85.62	9.59	1.11	0.23
	Muslim	2	88	12.72	9	
	Christian	24	87.12	11.63	2.37	

* Significant at 0.05 level

An analysis of results in Table 3 leads us to the conclusion that significant differences are found among the secondary grade teacher's in terms of their experience ($F=6.77$) and level of school ($F=4.65$) at 0.05 level of significance. The results show that experienced teachers had more participation in school administration and in the case of level of school, primary teachers are participating more in school administration than middle, high and higher secondary teachers. Hence, Hypothesis 3 is partially rejected.

FINDINGS AND CONCLUSIONS OF THE STUDY

The results of the study shows that secondary grade teachers participate in school administration to a larger extent. There are no significant differences between male and female secondary grade teachers and also secondary grade teachers in nuclear and joint families. Teachers with more than 40 years of age show more participation in school administration than teachers with less than 40 years of age. Also, No significant differences exists between educational qualification of secondary teachers (UG and PG), locality (Urban and Rural) and their medium studied in school level (Tamil and English). A significant difference exists between secondary teachers whose income exceeds more than Rs.25,000/- than those getting less than Rs.25,000/-. There is also a significant difference among secondary grade teachers in school administration with respect to their experience. The results finally reveal that there is a significant difference among secondary grade teachers in relation to their experience and level of school as experienced teachers showed more participation in school administration and primary teachers participated more in school administration than other level of teachers.

The present study shows that there is participation of secondary grade teachers in school administration. Teachers apart from academic activities, if they take part in school administration will be encouraged to avail other benefits in schools. Sometimes teachers may show interest in doing administrative work but the school management may not provide an opportunity to them. During the period of in service training, some kind of training in administrative techniques can given to the teachers such as participation in admission process, preparation of budgets, selecting instructional materials and in maintaining discipline etc. Teachers who indulge in administrative work are more involved with the process of providing quality education.

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