A STUDY OF TEACHER PARTICIPATION IN SCHOOL ADMINISTRATION OF CBSE & M.P. BOARD SCHOOLS

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ABSTRACT:

School administration is a process that includes the combined operation of a large number of persons whereby the whole fabric of education in the school is maintained in good working conditions. In the school, headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional will largely depend the tone and efficiency of the school. He should be a good leader to be able to inspire teachers who work under his direction. In democracy, he cannot drive them. He should follow democratic leadership which is aimed at increasing the effectiveness staff and school. Hushdil (1985) found that both teachers and principals regard the democratic role as for school effectiveness. It is for a headmaster to realise that, he is a head-teacher, that many teachers as well qualified as experienced and as capable as himself and hence they must be given a positive say in matter of school administration. Das (1990) and Shukla (1980) found positive relationship between head's administrative-behaviour and teachers' attitude towards work. The headmaster and teachers can educate each other about new developments in educational theory and practice.

KEYWORDS:

INTRODUCTION

Man is a social animal. The role that each individual plays in this society depends on the kind of education he has had. So we can say that education is the basis of life and livelihood for the human race. Countries, school systems and individual schools are experimenting with new approaches to management that seek to run schools in ways that are right for the 21st century. Increasing teacher involvement in school decision making ranks among the most promising educational reform strategies. Yet empirical data about the conditions under which teachers will actually participate, if given the opportunity, are quite limited. In this study the researcher has emphasised on areas on which this selected study is applicable, on the objective of this study, which purpose is kept in focus while studying problem, what are the areas of the study and what are the expected results?

"Plants are shaped by cultivation and men by education…… We are born weak, we need strength; we are born totally unprovided, we need aid; we are born stupid, we need judgment. Everything we do not have at our birth and which we need when we are grown is given us by education."
- Jean Jacques Rousseau

School and society both contribute to the education of an individual. While we cannot have direct control over the society, we can definitely have a regulated control over the school environment. Here is where the teacher steps in. The school management is involved in the policy making but it is the teacher who is the front-line executive to implement these policies keeping in mind various psychological aspects.

"Most teachers have little control over school policy or

curriculum or choice of texts or special placement of students, but most have a great deal of autonomy inside the classroom. To a degree shared by only a few other occupations, such as police work, public education rests precariously on the skill and virtue of the people at the bottom of the institutional pyramid."   -Tracy Kidder

To what extent the teacher is able to implement the management policies and how efficiently depends upon the individual teachers, their motivational level, their enthusiasm and their commitment. The head of the institution can only guide and suggest things but it is eventually for the teacher to bring into practice. Encouraging leadership amongst the staff can play a vital role in this. Educational administrators have, of late, been asked to change the way they operate. Noting the lack of follow-through that frequently results from state mandates, policymakers have taken a different tack. Like managers in the corporate world, educators are now being asked to flatten organizational structures, reduce central office directives and permit employees the opportunity to take ownership for institutional decision-making. Organizational theorists such as Argyris, MM Pregor, Herzberg, Likert, and Ouchie have all suggested that participatory decision-making (PDM) would lead to more effective organizations and higher staff morale. It has been demonstrated that, "Leaders who form effective management teams have a more pervasive influence than those who rely on their own personal efforts."

SCHOOL ADMINISTRATION

An organisation is the result of the grouping of work and

the allocation of duties, responsibilities and authority to achieve specific goals. People in various positions in the organisation have to carry these responsibilities and duties. Responsibilities would include broad statements of the job; whereas duties are the day-to-day jobs arising from the responsibilities. Management in an organisation involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources. It is policy making, policy control and monitoring. Administration on the other hand involves implementation of the policies, procedures, rules and regulations as set up by the management.
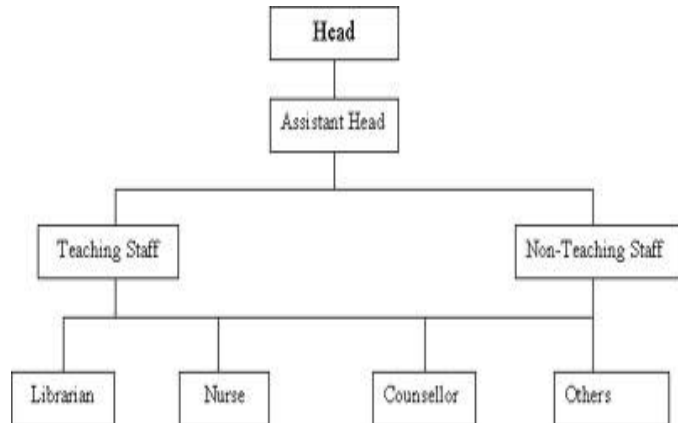
This simply model shows the hierarchy in the school authority which must be maintained for discipline. A school without discipline cannot be efficient or effective. To each of the offices there are specific duties attached and failure of one officer will affect the effective administration of the school.

'In order to transform schools successfully, educators need to navigate the difficult space between letting go of old patterns and grabbing on to new ones.'   -Deal (1990)

It is now widely recognised and agreed that one of the key factors affecting school effectiveness is the nature and quality of the leadership and management provided by each school head. The five main functions of managers are: planning, organising, directing, supervising and evaluating.
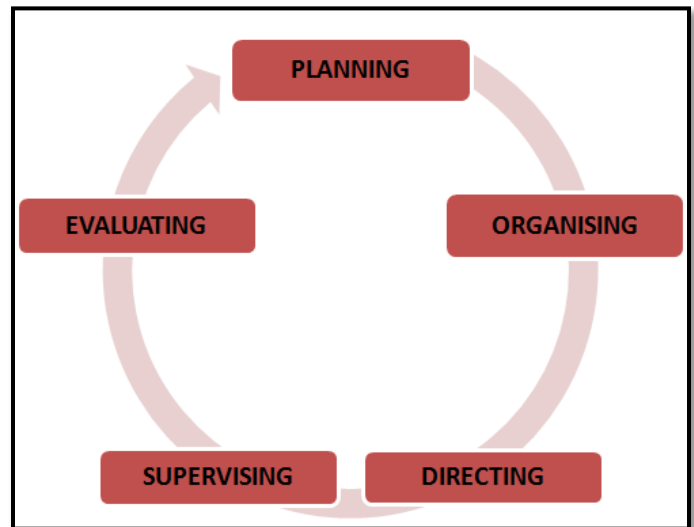
PLANNING

"The beginning is the most iJabalpurortant part of the work." - Plato

The first action of a school manager is to identify the mission of the school and to set the objectives. The head will then need to identify different strategies by which to achieve the agreed mission and objectives.

ORGANISING

Organising involves putting in order of priority and preference the resources which are available. An Action Plan is needed in which actions and activities are scheduled. In order to give the plan 'teeth', targets are set. These targets should be quite easily attainable within a short period of time.

DIRECTING/COMMUNICATING

"Good communication does not mean that you have to speak in perfectly formed sentences and paragraphs. It isn't about slickness. SiJabalpurle and clear go a long way." - John Kotter

The manager needs to direct the implementation of the plan. He or she should provide leadership by delegating duties and responsibilities to staff, and by motivating them. The directing process also involves co-ordinating and controlling the supply and use of resources.

- **SUPERVISING/CONTROLLING**
  The manager will need to supervise the work which is being done, ensuring that activities are carried out in line with agreed standards, and taking steps to correct problems.

- **EVALUATING**
  "One of the great mistakes is to judge the policies and programs by their intentions rather than their results." - Milton Friedman

  The final part of the management cycle is to assess the results and compare them with the set targets and objectives. The performance of all the staff including the managers should be assessed. The feedback is needed in

the adjustment of future plans.

A manager of a school cannot achieve the goals and objectives set all alone. He/she needs an administrator to carry out these plans and actions who in turn needs to use the talents of the teachers who work under him/her, trusting them and having confidence in them. Moreover, making use of even the most critical or un-co-operative members of the may result in their feeling more motivated and needed.

Available skills and talents when used optimally through delegation and a sense of belonging, promotes creativity and a higher degree of staff morale. This style is based on the belief that where people are committed to the service of ideas which they have helped to frame, they will exercise self-control, self-direction and be motivated. All these ideas promote job interest and encourage both staff and students to set their own targets and find the best way of achieving them.

SCOPE OF THE STUDY

The word organisation comes from the word organ, and organs are living things. All these organs have specific work to do. A healthy living body has all its organs working properly. A healthy society has all its organisations working well in relation to one another. Societies set up organisations to do specific work. An organisation is thus the result of the grouping of work and the allocation of duties, responsibilities and authority to achieve specific goals.

Educational institutions are organisations. The school is an organisation. In the management of education, it is iJabalpurortant that the school head understands that a school as an organisation has a specific purpose.

'Harris and Muijs (2002, Pp. 3-4) state that, "*one of the main barriers to teacher leadership concern the 'top-down' leadership model that still dominates in many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues … heads will therefore need to become 'leaders of leaders' striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school." To generate and sustain teacher leadership is seen as requiring not only empowerment but also time and opportunities for continuous professional development.'*

"The perennial challenge facing school systems worldwide is how to improve student-learning outcomes. In the pursuit of improvements, educators introduce various innovations. Today, most of these innovations are being introduced in the field of educational management to encourage decentralization and implementation of collaborative school governance." -Anderson, 1998; Chan and Chui, 1997; Walker and Dimmock, 2000.

A school has its specific needs which need to identified and satisfied for the efficient and effective functioning of the school.

"The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me, while all the rest go on with their old measurements and expect me to fit them". -   *George Bernard Shaw*

Different schools have different administrative policies to meet its needs. Further each administrative head also has an individual style of working. While some heads believe in centralised way, many of them, in the present scenario function in a decentralised manner, delegating duties and responsibilities to the staff.

Some people use management to mean administration. However, management in an organisation involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources. It is policy making, policy control and monitoring. Administration on the other hand involves implementation of the policies, procedures, rules and regulations as set up by the management.

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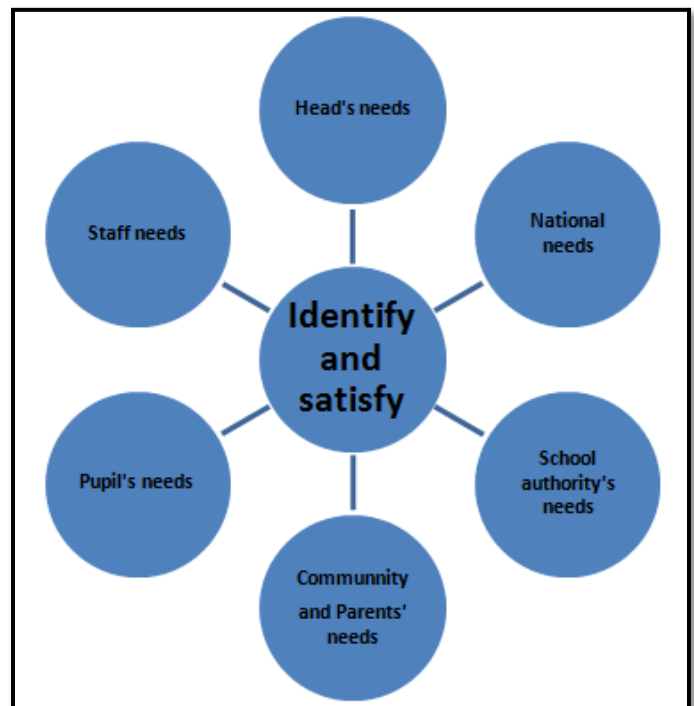
A SCHOOL'S NEEDS

Some people use management to mean administration. However, management in an organisation involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources. It is policy making, policy control and monitoring. Administration on the other hand involves

implementation of the policies, procedures, rules and regulations as set up by the management.

Educational administration includes all aspects of planning, organizing and running educational systems and establishments as well as developing and implementing education policy, and the establishment and maintenance of standards and the systems used for assessment.

A school head plays the role of an administrator in the implementation of policies on education. No individual can run the organization on his own. Duties need to be delegated in a cascade manner. Even the management principles state this. Henri Fayol (1916) listed fourteen principles of management with regards to human activities. Out of these two principles popularly practised are:

SPAN OF CONTROL

This means the optimum number of subordinates reporting to the same supervisor. It is often suggested that this number should be between five to eight; one person cannot effectively supervise above this supposed limit, and some delegation may be appropriate.

CO-ORDINATION

This principle highlights that effective organisational performance is achieved when all persons and resources are synchronised, and given directions. This implies deliberate planned action towards the achievement of specific goals or policy objectives.

"Organizational development... requires a planned approach to change based on meeting the needs of both the people and the organization". - Killion & Harrison (1990).

Schools today are complex organizations to manage. This is due to the fact that we now recognize the difficulties of providing for a wide range of abilities and interests amongst students, and the challenge of providing them with relevant and useable skills for them to succeed in an increasingly complex society. While in the past proficiency and success in classroom teaching were considered the only iJabalpurortant criteria for judging the quality of a teacher, today a wider range of skills are seen as necessary. One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools.

This is democratic style, in which the head involves the staff not only in decision-making and problem-solving processes but also in the day to day administrative processes, viz., planning, organizing, directing, supervising and evaluating. A democratic style allows freedom of thought and action within the framework of the mission and objectives of the school.

"A teacher affects eternity; he can never tell where his influence stops." -Henry B. Adams:

Even in the best of schools there are teachers who do not want to share with others. They are the ones who close themselves in their room, and don't come out except for mandatory meetings. If the majority of the teachers in a school do this, then the school has a problem. Instead, a quality school creates an atmosphere where teachers want to share with each other. Schools which reward intra- and inter-departmental sharing see a huge increase in the quality of classroom teaching. "Every person in the organization must change inside their hearts and minds, so that they themselves become principle centred." - Stephen Covey

STATEMENT OF THE PROBLEM

The problem of the present study is stated in the following form:- "A study of teachers' participation in school administration of CBSE and M.P. Board schools"

OBJECTIVES OF THE STUDY

A problem should be studied with some objectives. The present work serves the purpose to find out the following:

a) To study the difference between the participation in school administration of CBSE and M.P. Board school teachers.

b) To study the difference between the participation in school administration of male and female teachers of CBSE board schools.

c) To study the difference between the participation in school administration of male and female teachers of M.P. Board schools.

d) To study the difference between the participation in school administration of male teachers of CBSE and M.P. Board schools.

e) To study the difference between the participation in school administration of female teachers of CBSE and M.P. Board schools.

DELIMITATIONS OF THE STUDY:

The delimitations of a study are those characteristics that limit the scope (define the boundaries) of the inquiry as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the proposal.

Delimitation is used to make study better and more feasible and not just for the interest of the researcher. It also identifies the constraints or weaknesses of the study which are not within the control of the researcher.

THIS RESEARCH HAD THE FOLLOWING DELIMITATIONS:

i. This study is confined to teachers of Balaghat Township.

ii. Secondary schools of Balaghat were selected for this study.

iii. This study is confined to only secondary school teachers.

INDIAN STUDIES

➢ Acharya, Mohini (2010): "Relationship between Teacher Empowerment and School Effectiveness

in Secondary Schools". The results of the study revealed that

1) Teacher empowerment is significantly and positively related with school effectiveness.

2) The teachers of self financed schools are more empowered than those of grant in aid schools.

3) School effectiveness of self financed schools is also more than that of grant in aid schools.

➢ Taj Haseen, Bhaskar, B. G. (2010), "Revamping Education through Teacher Empowerment".

FINDINGS:

1) Teacher Empowerment". relates to greater organizational effectiveness (Lawler, 1986).

2) School participants who influence the work of the organization feel a greater commitment to creativity and effectively address the problems and opportunities teachers face each day educating young people.

3) Teacher Empowerment". invests in teachers the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.

4) Empowerment".seems to be strongly correlated with task motivation.

➢ Talukdar, Debahari & Das, Swarnalata(2010) : "Looking At Leadership and Qualities Of School Heads For Teacher Empowerment".

The study suggests that:

1. Empowerment". seems to be strongly correlated with the task of motivation.

2. Empowerment". teacher showed higher level of organizational commitment.

3. The environment of schools can lead the teachers act as Empowerment". actors; let them exercise their own judgment.

➢ Umme Kulsum, Prathima H. P.(2010): "Teacher Empowerment is a Matter of Professional Development".

Teachers believe that they are more Empowerment". when the school in which they work provides them with opportunities to grow and develop professionally other than that, the various programmes like training, workshops, seminars related to various aspects of teacher profession it can bring the development in their profession like , professional ethics, skill, competency, self-efficacy etc. The teacher empowerment provides the foundation for teachers to become professionals.

FOREIGN STUDIES:-

➢ Ndiku J. Mualuko*, Simiyu A. Mukasa and Achoka S. K. Judy (August, 2009): "IJabalpurroving Decision Making In Schools through Teacher Participation".

It was found that teachers desired greater involvement in decision making than they were currently involved. It was recommended that school managers should increase the extent to which they involve teachers in decision making to empowerments on the quality of decisions and boost their morale in their performance of duty.

➢ Ho, Dora Choi Wa (2010): "Teacher Participation in Curriculum and Pedagogical Decisions: Insights into Curriculum Leadership".

It was that the leadership of preschool heads is cardinal in creating structures and promoting school culture for the increase of both actual and desired teacher participation in curriculum and pedagogical decision making.

➢ E. O. Olorunsola and Abiodun Oyebaji Olayemi (2011): "Teachers Participation In Decision Making Process In Secondary Schools In Ekiti State, Nigeria".

It was found that secondary school teachers in Ekiti State are significantly involved in decision making processes. Some recommendations were given among which is the inclusion of continuous seminars, talk and workshops for school principals on management of human resources in schools for effective and quality management of the schools. Findings of the paper highlight some of the challenges in building the collective capacity for change throughout an entire system and reflect on progress to date. The paper suggests that despite the compelling case for collective capacity building, the real test is to make it happen.

➢ Amalia A. Ifanti (2011): "School empowerment discourse and the politics of the Federation of Secondary school Teachers in Greece". Research data revealed that, over the last three decades, the Federation highlighted the professional development of teachers through their lifelong training, their active participation in the school administration system and their cooperation with parents at school as empowerment aspects of school empowerment

REVIEW OF THE RELATED STUDIES:-

In the past few years many researches on 'Teacher Participation' and 'Teacher empowerment' have been carried out. Previous researches show the difference between actual and desired teachers' participation and also the empowerment of teacher empowerment on the functioning of the school and the motivation level of the teachers. Teacher's participation in school administration differs from teacher to teacher and school to school. This may be pertaining to the family background, educational qualification, facilities provided, professional satisfaction and/or personal mental set up. It is very important for the management to know the level of participation of teachers in the school administration for formulating the administrative framework and delegation of duties which in turn is directly related to the smooth functioning of the institution. Till now a few work has been done on the topic "A Study of Teacher' Participation in School Administration of CBSE & M.P. Board Schools" hence it has

been chosen for the present research.

UNIVERSE

The very first step in developing a research task by any technique is to define the universe. The entire group from which the sample is chosen is called a 'Universe'. From a statistical point of view 'universe' refers to the total of the items or units in any field of enquiry. The whole group of units from which the sample is to be selected.   For the present study, the researcher has selected the town "Jabalpur" for her work.

POPULATION

Population can be defined as "A group of individuals or items that share one or more characteristics from which data can be gathered and analysed." The term 'population' refers to the total of items about which information is desired. These attributes of the objects of study are referred to as characteristics and the units possessing them are called as elementary units. The aggregate of such units is generally described as population. Thus all units in any field of inquiry constitute universe and all the elementary units constitute population. The population may be finite or infinite. The population is said to be finite if it consists of a fixed number of elements so that it is possible to enumerate it in its totality. An infinite population means the number of items is infinite, i.e. we cannot have any idea about the total number of items. Thus an infinite population is that population in which it is theoretically impossible to observe all the elements.

In the present study, the investigator has decided to take up finite population.

Below is given the table showing population of the schools in Jabalpur.

Population of Secondary Schools

Types of schools	CBSE	M P	Total
Existing Schools	15	17	32

There are 15 CBSE schools and 17 M.P. Board schools having secondary wing. All the 32 secondary schools were taken for the present study.

TOOLS

After stating the problem and formulating the hypothesis, the challenge before the researcher is collecting the data for testing the hypothesis. For collection of these data the researchers use certain instruments which are termed as tools.

Research instrument is a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation.

In research methodology for solving the problem stated, after formulating the

hypothesis and selecting the sample, tools are selected based on the nature of

the hypothesis to be tested.

The researcher should select such tools which ar e:

- i.   Reliable
- i.   Valid
- ii.   Usable & economic
- iii. Objective
- iv.   Accurate
- v.   Less time consuming

For the present study, Teacher's Participation in School Administration Scale (TPSAS), designed by Dr. (Mrs.) Haseen Taj (Bangalore) has been used. The scale has been chosen for it is valid and reliable.

ADMINISTRATION OF THE SCALE

The scale is self administrable. The test has to read the instructions provided on the first page of the test. There is no time limit. However, it requires a maximum of 15 minutes to respond to this scale. There are no right or wrong responses. Hence, the teachers are quite free to express their responses as they perceive themselves engaging in activity ranging from Always to Never.

SCORING OF ITEMS

The responses are recorded against each item under the five point scale, Always, Frequently, Occasionally, Rarely and Never and they have cells against each response. In this rating scale there were no negative items, all scale items were positive and they were scored equally. The scale continuum has been provided five points on the principle of equal appearing intervals pattern and arbitrary weights for each scale point was assigned as follows: The 'Always' point was given five(5) credits and 'Never' was scored as one(1) credit and three middle points Frequently, Occasionally, and Rarely were scored 4, 3 and 2 respectively.

SUGGESTIONS

It is suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should endeavour to achieve a balanced representation in the school council, utilize committees appropriately, share more information with other stakeholders, and provide adequate time for carrying out the responsibilities.

- System should be decentralised;
- The principal must use the staff to help make decisions;
- Provide a supportive environment that encourages teachers to examine and reflect upon their teaching and on school practice;
- Use specific behaviours to facilitate reflective practice;
- Make it possible for teachers to implement ideas and programs that result from reflective practice;
- Democratic participation should be encouraged.;
- Job rotation should be done so that all the teachers can equip themselves with necessary traits to

become good leaders;

- Equal opportunity should be given to all staff members for carrying out different administrative responsibilities;
- When entrusting a responsibility, proper time should be allotted;
- Guidance should be given from time to time;
- Feedback and appraisals should form an integral part of the school management;

As we struggle with the concept and implementation of this paradigm called empowerment and restructuring, it has become increasingly evident that for one to be proud of the work one is doing and proud of the accomplishment of the school, one must have the power of shared governance. Trust is the foundation of shared governance, which provides the impetus for teacher leadership.

FOLLOW-UP STUDIES

Although many national and international   studies have been carried out on Teacher's participation in School administration, still there lies a vast scope for further research related to this topic. Some of the topics for further research as suggested by the researcher are mentioned below:

1) A study of teacher's participation in secondary schools in urban areas and rural areas.
2) A comparative study of teacher's participation in secondary schools in English medium schools and Hindi medium schools in urban areas.
3) A comparative study of teacher's participation in secondary schools in English medium schools and Hindi medium schools in rural areas.
4) A comparative study of teacher's participation in primary schools in English medium schools and Hindi medium schools in urban areas.
5) A study of relationship between teacher's participation in planning and organising in secondary schools.
6) A study of relationship between teacher's participation in planning and evaluating in secondary schools.
7) A study of relationship between teacher's participation in planning and communicating in secondary schools.
8) A study of relationship between teacher's participation in planning and controlling in secondary schools.
9) A study of relationship between teacher's participation in organising and evaluating in secondary schools.
10) A study of relationship between teacher's participation in organising and communicating in secondary schools.

CONCLUSION:-

There is no significant difference in the participation of female teachers of CBSE board and M.P. Board. Hence the proposed hypothesis is accepted. The following Hypotheses were raised for the study. There exists no significant difference between the participation in school administration of CBSE and M.P. Board school teachers.

There exists no significant difference between the participation in school administration of male and female teachers of CBSE board schools. There is significant difference in the participation of male and female teachers of CBSE board. Hence the proposed hypothesis H_2 is rejected.There exists no significant difference between the participation in school administration of male and female teachers of M.P. Board schools.There is significant difference in the participation of male and female teachers of M.P. Board. Hence the proposed hypothesis H_3 is rejected. There exists no significant difference between the participation in school administration of male teachers of CBSE and M.P. Board schools.

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