PARTICIPATION OF SECONDARY SCHOOL TEACHERS IN SCHOOL MANAGEMENT WITH REFERENCE TO THEIR GENDER, TEACHING EXPERIENCE AND TYPES OF MANAGEMENT IN AIZAWL CITY

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Dated

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DECLARATION

I, Immanuel lalruatsanga, hereby declare that the subject matter of the dissertation entitled "Participation of Secondary School Teachers in School Management with reference to their Gender, Teaching Experience and Types of Management in Aizawl City", is a record of work done by me, that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to nobody else; and that the dissertation has not been submitted by me for any research degree in any other University/Institute

This dissertation is being submitted to the Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER-1

CONCEPTUAL FRAMEWORK

CHAPTER 1

CONCEPTUAL FRAMEWORK

Management in some form or another is an integral part of living and is essential wherever human efforts are to be undertaken to achieve desired objectives. The basic ingredients of management are always at play whether we manage our lives, business or any organization. For example, if we look at the managerial role of a simple housewife and how she uses the managerial ingredients in managing the home. She forecasts the needs of the household for period of a week or a month or longer. She takes stock of her resources and any constraints on these resources. She plans and organizes her resources so as to obtain the maximum benefits out of these resources. She monitors and controls the household budget and expenses and other activities. In a large household, she divides the work among other members and coordinates their activities. She encourages and motivates them to do their best in completing their activities. She is always in search for improvement in goals, resources and in means to attain these goals. These ingredients, generally, are the basic functions of management.

In establishing and operating organizations, management is an essential element in performing work efficiently and effectively. The organization, being a social and technical system of consciously coordinated activities of two or more persons, could not continue to reach objectives for any sustained period of time without management. Likewise, the ability to successfully meet the challenges of complex changes requires outstanding managerial expertise and leadership such that both the organization and society will benefit.

Goals are reached through the utilization of many resources, such as personnel, machines, money and technology. These resources, however, are incomplete without the presence and operation of management. As a central activity in the life of all organizations, management is omnipresent in our society, although it is rather nebulous in form and structure and not always apparent to the causal observer. One of the scholars and writers in the field of management Fayol (1984)[1] stated that the nervous sys-

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[1] Fayol, H. (1984). *General and Industrial Management*. United States: David S. Lake Publishers. (Revised by Irwin Gray).

tem in the animal sphere bears close comparison with the managerial activities of a social organization. The implication of this statement is that management is essential in achieving a coordination of activities when people band together for a common purpose.

Management seems to have become the most pervasive phenomena of our time. A variety of organization – industry, banks and financial institutions, hospitals and health care facilities, public sector undertakings, social welfare agencies and educational institution acquire and apply this body of knowledge and skills in an effort to improve their performance.

Simply speaking, management is what managers do. But that simple statement doesn't tell us much. A better explanation is that management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively.

1.1.0 Management:

It is very difficult to have an all encompassing definition of management which covers all its characteristics. Management is a vital function concerned with all aspects of the working of an enterprise. Management has been defined in a number of ways. Prof. Haimann has interpreted the term "management" in three distinct aspects

- Management as a field of study or a subject
- Management as a team or class of people or a noun
- Management as a process

Management as a field of study or a subject refers to the principles and practices as a knowledge and its application in its entirety

Management as a team or class of people refers to the group of management personnel of an enterprise functioning in their supervisory capacity. However, who should be treated as managerial, are hard to identify, unless some yardsticks are prescribed. This becomes more difficult especially when those performing managerial activities have different tittles in one organization as well as in different organization

Management as a process refers to different processes or steps of management – right from planning to organizing, staffing, supervising and controlling. Management

in this context has been defined as the process of getting things done by and in cooperation with others.

A very simple, but comprehensive, definition of management is: management is a set of activities directed toward efficient and effective utilization of organizational resources in order to achieve organizational goals.

First, there is an organization that needs to be run well. It may be a school, a hospital, a workshop, or a government office.

Second, an organization has goals that it is expected to achieve. The goals provide the justification for that organization to exist.

Third, an organization must do something, it must engage in activities that are essential for achieving the goals.

Fourth, in order to engage in activities, an organization needs resources. This includes money, people, space, facilities, equipment and the like.

Fifth, resources are generally limited and they also have alternative uses. They must be used in such a way as to optimize their benefit to the organization. Efficiency implies minimum waste of resources, effectiveness implies output or result.

Thus, we may distinguish between education management, business management, hospital management, production management, marketing management and so on. The basic concept are adapted and applied to serve the needs of specific situation.

1.1.1 Definitions of management:

The term 'management' stems from the word 'manage' which in turn is derived from the French word 'manage' meaning "house-keeping". In general usage, the word management identifies a special group of people whose job is to direct the effort and activities of other people toward common objectives. There are many definitions of management. Management thinkers have defined management in their own way. They emphasize one or the other important aspects of management activity

According to Lundy (1968)[2], "Management is principally the task of planning, coordinating, motivating and controlling the efforts of others towards a specific objective".

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[2] Lundy, James . L. (1968). *Effective Industrial Management*. New Delhi: Eurasia Publishing House.

According to Massie (1971)[3], "Management is defined as the process by which a cooperative group directs action towards common goals".

According to Koontz (1961)[4], "management is the art of getting things done through and with people in formally organized group. It is the art of creating an environment in which people can perform as individuals and yet cooperate towards attainment of group goals. It is the art of removing blocks for such a performance, a way of optimizing efficiency in reaching goals".

According to Kreitner (1980)[5], "management is a problem solving process of effectively achieving organizational objectives through the efficient use of scarce resources in a changing environment".

According to Meggison, Mosley and Pietri (1992)[6], "management is working with human, financial and physical resources to achieve organizational objectives by performing the planning, organizing, leading and controlling functions".

According to Fleet and Peterson (1994)[7], "management is a set of activities directed at the efficient and effective utilization of resources in the pursuit of one or more goals".

According to Taylor (1911)[8] management is the art of, "knowing what you want to do and then seeing that it is done in the best and cheapest way". The definition shows the productivity-oriented approach of Taylor. Managers, according to him should secure the maximum use of men, machines, money and materials. He emphasize on knowing the job and doing it in a rational way. His concern for people was low on account of which he was criticized by many.

According to Fayol (1916)[9], "to manage is to forecast and to plan, to organize, to command, to coordinate and to control".

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[3] Massie, Joseph. L. (1971). *Essentials of Management*. Englewood Cliffs, N.J : Prentice-Hall.

[4] Koontz, Harold. (1961). *The Management Theory Ju*ngle. University of California, Los Angeles., Journal of the Academy Of Management, Vol. 4, No. 3. *174-188*

[5] Kreitner, R. (1980). *Management: a problem solving process*. Houghton Mifflin Company, p-6.

[6] Meggison, David., Mosley, Donald. & Pietri, Paul. (1992). *Management concepts and applications*. Harper Collins, p-13.

[7] Fleet, David Van & Peterson, T.O. (1994). *Contemporary Management*. United States: Houghton Mifflin (Academic).

[8] Taylor, F.W. (1911). *The principle of scientific management* . New York: Harper & row., 1948, see especially pp. 36-40 for a description of Taylors basic concept.

[9] Fayol, Henry. (1916). *General and Industrial Management*. London: Sir Isaac Pitman & Son's Ltd., 1949, p. 5. (translated by Constance Storrs)

This definition, for the first time, mentioned the functions of management for achieving desired results. Fayol (1916)[10] treated management as a process of planning, organizing, commanding, coordinating and controlling.

According to Davis (1953)[11], "management is the function of executive leadership anywhere". This is a functional approach and it emphasizes on the managers responsibility of directing the activities of others.

According to Brech (1953)[12], "management is concerned with seeing that the job gets done: its tasks are centered on planning and guiding the operations that are going on in the enterprise". "It is the pervasiveness of this human element that gives management its special character as a social process". He lay stress on "planning and guiding the operations" of an organization. Thus he does not conceive "management in relation to things or mechanical operates, or use such things or to give directions to persons subordinate to them. Thus, he regards management as a "social process".

According to Terry (1968)[13] "management is a distinct process consisting of planning, organizing, actuating and controlling performed to determine and accomplish the objectives by the use of people and resources. This definition is a comprehensive one and on analysis, following elements are evident:

- Management is a distinct process
- It consists of planning, organizing, actuating and controlling
- It is meant to accomplish pre-determined objectives by the use of people and resources.

According to Spriegela (1955)[14] "management is that function of an enterprise which concerns itself with the direction and control of the various activities to attain the business objective. Management is essentially an executive functions; it deals particularly with the active direction of human efforts". The main elements of this definition are"

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[10] Fayol. Ibid., p. 43.

[11] Davis, Ralph C. (1953).*The fundamental of top management*. New York: Harper & brother, publishers, p. 6.

[12] Brech, E.F.L. (1953). *Principles and practice of management*. London: Longmans, green & co, p. 8.

[13] Terry, George R. (1968). *Principles of management*. Homewood: Illinois, Richard D. Irwin Inc.

[14] Spriegela, William. (1955). *Industrial management*. New York: John Wiley and Sons, p. 19.

- There is to be direction and control of the various activities to attain the business objectives.
- The aspect of "human effort" is not to be ignored.

According to Appley (1961)[15] "management is the development of people and not the direction of things….. Management is the personnel administration. At Another place he says, "Management is the accomplishment of results through the efforts of other people". On analysis, the following elements of management are evident:

- People give their best when they are developed rather than when they are ordered to do this or that
- Management is the art of getting results through people

According to Renold (1949)[16] "management is the process of getting things done through the agency of a community". At another place he extends his definition by saying, "the functions of management are the handling of a community with a view to its fulfilling the purpose for which it exists". The essential elements of this definition are:

- Management is a process
- It is concerned with getting things done
- It uses community as its agency for getting things done
- Management is the art of handling people

According to Clough (1968)[17] "management is the art and science of decision-making and leadership. The main functions of management, according to this definition are:

- Decision making
- Leading others to achieve organizational objectives

This definition also tells by implication that the management is both an art as well as a science

According to Niles (1956)[18] "good management or scientific management, achieves a social objective with the best use of human and material energy and time,

[15] Appley, Lawrence A. (1961). *Management the simple way*. Personnel. Vol. 19, no. 4, pp. 595-603, quoted by Pigors and Mysers, personnel administration. New York: McGraw hill book co. Inc, p. 6.
[16] Renold, Charles. (1949). *The nature of management*. Occasional papers no. 2, B.I.M., London, p. 4.
[17] Clough, Donald J. (1968). *Concepts in management science*. New Delhi: prentice hall of India, p. 2.

and with satisfaction for the participants and the public". She emphasizes on the human aspect of organization.

According to Mcfarland (1970)[19] management is the "process by which managers create, direct, maintain and operate purposive organizations through systematic, coordinated, cooperative human effort". The elements of the definition are:

- Management is a continuous process
- It helps in the creation, direction, maintenance and operation of organizations
- It achieves the objectives through systematic, coordinated and cooperative human effort

According to Vance (1959)[20] "management is simply the process of decision-making and control over the action of human beings for the express purpose of attaining predetermined goals". This definition looks upon management as:

- A process of decision-making; and
- A process of control over the action of human beings for achieving desired goals.

According to Drucker (1974)[21] "management is work and as such it has its own skills, its own tools, its own techniques". ".... Management is the organ, the life giving, acting, dynamic organ of the institution it manages". "Management is a discipline". "........management is also people". "........management is practice. Its essence is not knowing but doing".

The above statements of Drucker point out different facts of management. In the ultimate analysis he looks upon management as a practice. He is thus concerned with the results.

According to Mee (1963)[22] management may be defined as "the art of securing maximum results with a minimum of effort so as to secure maximum prosperity and

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[18] Niles, Mary Cushing. (1956). *The essence of management*. Bombay: orient Longman, p. 20.
[19] Mcfarland, Dalton E. (1970). *Management: principles and practices*. London: the Macmillan Company, p. 5.
[20] Vance, Stanley (1959). *Industrial administration*. New York: McGraw hill book co. Inc, p. 3.
[21] Drucker, Peter F. (1974). *Management tasks, responsibilities, practices*. London: William Hernemann Ltd, pp. x-xiv
[22] Mee. John F. (1963). *Management though in a dynamic economy*. New York: New York University Press.

happiness for both employer and employee and give the public the best possible service". This definition emphasizes on:

- Securing maximum results with a minimum of effort; and
- Securing maximum benefit for the employer, the employee and the community.

According to Dasgupta (1969)[23] "management is the creation and control of technological and human environment of an organization in which human skills and capacities of individuals and groups find full scope for their effective use in order to accomplish the objectives for which an enterprise has been set up. It is involved in the relationships of the individual, group, the organization and the environment". The main element of the above definition is the creation and control of environment in an organization to enable people to give their best

There is no universally acceptable definition of management, so much so that Brech(1953)[24] has stated, "Exactly what the term means is not always clear and not always agreed". Common to most of all the above definitions is the connection of management to organizational goals. It evaluates the effectiveness of goals accomplished and devises methods for achieving those tasks which are compatible with the demands of the society within which it operates. The most widely accepted meaning of the term "management" is that management is a process by which responsible persons (e.g. managers or executives) in an organization get things done through the efforts of other persons in group activities.

1.1.2 Meaning of Management:

Management is relatively a new discipline. Being a new discipline, it has drawn concepts and principles from economics, sociology, philosophy, psychology, statistics and so on. The result is that each group has defined management differently. For example, economists see management as a factor of production; sociologists see it as a class or group of persons; practitioners of management treat it as a process. In spite of no clear unanimity, the meaning of the term management may be identified as follows.

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[23] Dasgupta, A. (1969). *Indian business and management*. Delhi: department of business management and industrial administration, p. 60.
[24] Brech. (1953) op. cit.,

1) ***Management is an art or technique of getting things done through and with people***: This definition emphasizes the accomplishment of tasks through the efforts of people. It makes a distinction between managers and non-managers. Whereas managers guide and coordinate the efforts of others towards certain goals, the non-managers actually perform the task. A manager, whatever may be his level in the organization, has to get things done through his subordinates. At higher levels, the subordinates are themselves mostly managers. It means 'management of managers'. At supervisory levels, the subordinates are non-managerial 'white-collar' or 'blue-collar' workers.

'Getting things done' means to get tasks and activities performed. Management gets things done through people both as individuals and as members of the work group. Getting things done through people is really an art. It comprises a range of skills acquired and refined in the course of practice. The skills which are required to get things done through people consist of conceptual skills, technical skills, administrative skills, social skills and so on.

2) ***Management is a process of planning, organizing, staffing, directing and controlling***: Management is called a process which involves planning, organizing, directing and controlling the efforts of human resources in the use of material resources. These are the basic functions which every manager performs for the attainment of certain objectives

Terry (1968)[25] defines "management as a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives with the use of human beings and other resources".

The manager draws plans to translate goals into reality. But planning is of no use unless the manager organizes, direct and controls the activities of the people working under him to execute the plan. After organizing the human and material resources, the manager actuates the manpower for the best possible use of material resources towards a certain direction. This leads to the production of certain goods and services. After this, the manager carries out the function of controlling. He compares the performance of different individuals with the standards of performance already deter-

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[25] Terry (1968). p.4. op. cit.

mined by him and then takes corrective actions. Thus, management involves a series of functions which should be carried out continuously to attain the goals of the organization.

Fayol (1949)[26], the father of management process school has defined management as a process consisting of five functions, "to manage is to forecast and plan, to organize, to command, to coordinate and to control". However, modern authors do not view coordination as a separate function of management. They consider it as the essence of managing.

The modern authors like Koontz and O' Donnell have regarded management as a process because it involves a series of functions like planning, organizing, staffing, directing and controlling. These functions are interdependent and interrelated. There is no fixed sequence of their performance. They are performed more or less simultaneously.

1) ***Management is a distinct activity of any organization***: Management is a distinct activity which is concerned with the effective utilization of various resources of the organization for the accomplishment of its objectives. This definition shows the scope of a manager activity categorized under the following three heads.

   (a) *Interpersonal activities*: Managers deal with the subordinates to get things done with their help. For this, they have to interact with their subordinates. They must maintain good relations with them. Besides, every manager acts as a liaison officer between the organization and the outside groups such as suppliers, creditors, community etc.

   (b) *Informational activities*: Most managers often act as agents of effective communication. They continuously receive information from various sources and transmit only the desired information. They exchange information with their superior, subordinates and peers. They also act as spokespersons of the organization.

   (c) *Decisional activity*: Decision-making is inherent to the job of a manager. The managers have to take a large number of decisions daily to run the organiza-

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[26] Fayol (1916).p.5. op. cit.

tion. They are expected to come up with solutions to difficult problems and to follow through with their decisions even when doing so may be unpleasant.

2) *Management as a discipline*: Every independent branch of knowledge is called discipline or field of study. There are a number of disciplines which serve human-kind. They are arts, science, commerce, law, medicine, engineering etc.

As a discipline, management refers to the body of knowledge and a separate field of study. It is taught in colleges and universities like other disciplines. It entails the principles, practices, techniques and skills of management which help in achieving organizational objectives.

Management has acquired the status of a discipline on account of the following reasons.

(a) A number of research projects are being carried out by the scholars in the field of management. Their results will be useful for future managers.

(b) There are schools and colleges which impart the knowledge of management to the students

3) *Management denotes a group of people or as a group*: Management may be viewed as a group of people who together perform various managerial activities in an organization. In other words, all individuals occupying managerial positions are collectively called management. But in practice, the term 'management' is used to represent top management which consists of Board of Directors, General Manager and Departmental heads of a company.

1.1.3 Management and Administration:

One may justifiably ask at this point what is about management. Does it differ from administration in any significant way? Or, is it the same old wine in a new bottle? A comparison of the modern management approach with traditional bureaucratic approach to administration may reveal the major differences.

1) Administration is generally input-oriented (increase in inputs as an indication of progress). Management is output oriented (concern with result).

2) The focus of administration is on maintenance; the focus of management is on growth

3) Administration tends to be rigid (discourages administrators from being innovative, from trying to break new ground from taking risk. Management tends to be flexible (commitment to growth makes it imperative for management to be flexible) open and forward looking.

4) Administration emphasizes a tight, hierarchical structure where lines of authority and responsibility are sharply drawn. Management emphasizes a somewhat loose networking that is conducive to individual initiative. In the administrative culture, relationships are based on authority and jurisdiction and in the management culture they are based on expertise and autonomy.

5) Seniority, which is a measure of input, is the major criterion for promotion and other forms of recognition in the administrative culture; performance, which is a measure of output, is the criterion in the management culture.

6) Administration emphasizes efficiency, which is related to economic use of resources, management emphasizes effectiveness, which is related to the output that resources produce.

Drucker (1970)[27] suggested that, management is applicable in business enterprises while administration is applicable in government offices, military organization, social and cultural institution. From a theoretical point of view, writers still continue to maintain distinction between the two terms

Other view is that management and administration are identical. The management process is the same in all organizations and at all levels in the organization and there is hardly any need to appoint two individuals to discharge the administrative and managerial functions. All undertakings require planning, organization, command, coordination and control in order to function properly, all must observe the same general principles. They maintain there is hardly distinction between the two terms. There are no two sets of people to discharge administration and management functions in one organization.

At the initial stage of the development of management thought, there was no fundamental difference between management and administration. Both these terms

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[27] Drucker (1970) *Practice of Management*. New Delhi: Allied.

were used interchangeably. In 1923, the terminological conflict between the two was raised by Oliver Sheldon when he emphasized administration as a decision-making function and management as an executive function. After that there have been several controversies regarding the use of these term. These controversies have given rise to the following three viewpoints.

1) *Administration is a higher level function, but management is a lower level function*: This view is expressed by the American authors, namely Oliver Sheldon, William Newman, William R. Spriegal and Ordway Tead. They consider administration as a determinative function (formulation of policies) and management as an executive function (execution of policies). Determinative function involves the overall setting of major objectives, identifying of general objectives, deciding of policies, laying down broad programmes and so forth. Executive function relates to the active direction of human efforts with a view to getting things done.

2) *Management is a generic term and includes administration*: This view is expressed by Kimball and Kimball and the British author-Brech. They regard management as the generic term for the total process of executive control in industry and administration which is a narrow function. They describes administration as that part of management which is concerned with installation and carrying out of the procedures by which the programme is laid down and communicated, and the progress of activities is regulated and checked against plans.

3) *Management and administration are synonymous or can be used interchangeably*: This view is expressed by Fayol who is regarded as the real originator of management and other authors like Newman Williams. They make no distinction between the terms 'management' and 'administration'. It is very difficult to clearly demarcate managerial and administrative functions as the same set of persons perform both these functions. Both of them are synonymous and used interchangeably. In fact, executive functions in the business world are referred to as 'management' whereas the executive functions in government circles are termed 'administration'

In order to avoid controversy, management can be classified into: administrative management and operative management. Administrative management is concerned

with the laying down of policies and preparing of plans (determining goals). But operative management is concerned with the actual execution of the plans through the various policies (achievement of goals). Both these functions are performed by the same set of individuals known as managers. Every manager spends a part of his time in performing administrative management functions and the remaining time on operative management functions. However, managers at the top level devote more time to administrative functions and managers at the lower levels give comparatively less time for administrative functions. Lower level managers are concerned more with directing, coordinating and controlling functions.

In short, 'administration' is the function in the industry concerned with the determination of the corporate policy. But 'management' is the function in the industry concerned with the execution of policy within the limits set up by the administration.

1.1.4 Levels of Management:

Management is a manifold activity. It is carried on at different levels of the organization. The term 'level' means arrangement of persons in a series. Thus, the term 'level of management' refers to the arrangement of managerial positions in an organization. There is no fixed number of management levels for a particular organization. It all depends on the size, technology and the range of production of the organization. Moreover, the number of management levels cannot be increased to an unlimited extent as: (i) it makes coordination and control difficult (ii) it increases the gap between the top management and the rank and file and (iii) it complicates the communication problem.

Management levels determine the authority relationship in an organization. In traditionally structured organization (which are said to be shaped like a pyramid because there are more employees at lower organizational levels than at upper organizational levels) managers are often describe as first-line (lower), middle and top. In most of the organizations there are three levels of management in view of authority and responsibility relationship.

1) **Top management**: Top management is the head of an organization. These individuals typically have titles such as executive, Vice President, President, Chief Operating Officer, Board of Directors, Chairman and the Chief Executive or the Man-

aging Director, General Manager, Secretaries and Treasurers etc. In the operation of an organization, top management is the final source of authority. It establishes policies, plans and objectives. Thus, the various functions of top management may be enumerated as follows:

(a) Determining objectives of the enterprise

(b) Preparing policies and plans for the enterprise

(c) Issuing instructions for the preparation of departmental budget, schedules, procedure and so on.

(d) Appointing executive for the middle level.

(e) Providing overall leadership.

(f) Building and maintaining relations with the outside public.

2) **Middle management**: Middle management generally consists of heads of functional departments. It generally consists of heads of functional department viz the Departmental Heads, Divisional Heads and Sectional Heads, Production Manager, Sales Manager, Regional Manager, Office Superintendent, Chief Cashier, Branch Manager and Project Leader etc. It is concerned with the task of implementing the policies and plans laid down by the top management. Thus, a various functions of middle management may be defined as follows.

(a) Executing plans in accordance with the policies and directives of the top management

(b) Selecting suitable operative and supervisory personnel

(c) Assigning duties and responsibilities for timely execution of plans

(d) Evaluating the performance of the junior managers

(e) Achieving coordination between different departments

(f) Motivating personnel to achieve higher productivity

(g) Collecting information on performance

(h) Reporting on top management

(i) Making recommendations to top management

3) **Lower management (supervisory level)**: Supervisory management is the lowest level in the hierarchy of management. It consists of supervisors (senior, intermediate and front-line), Foreman, Account Officers, Sales Officers, Shift Manager,

District Managers, Department Managers and so on. They are directly concerned with the control of the performance of the operative employees. They assign specific jobs to the workers, evaluate their performance and report to the middle level management. Thus, the various functions of a supervisor may be defined as follows:

(a) To plan the activities of his section

(b) To issue orders and instructions to the workers

(c) To provide training to the workers

(d) To solve the problems of workers

(e) To maintain good human relations

(f) To maintain discipline among the workers

(g) To act as liaison between the middle management and the rank and file workers

(h) To send periodical performance reports to the middle management.

1.1.5 Functions of Management:

The question has been asked, "What do managers do?" or perhaps more precisely, "what should they do?". All the managers have to perform certain functions in an organization to get the things moving. But there is never complete agreement among experts on what functions should be included in the management process. However, Koontz and O'Donnell's classification of management functions is best of all and is widely accepted. According to them, "functions of management are planning, organizing, staffing, directing and controlling".

1) *Planning*: Planning is an indispensable function of management determining the objectives to be achieved and the course of action to be followed to achieve them. It is a mental process requiring the use of intellectual faculties, foresight and sound judgment. Planning virtually pervades the entire gamut of managerial activity. This function is performed by managers at all levels. The managers at the top level in an organization devote more time on planning as compared to the managers at the lower levels. Planning includes:

(a) Determination of objectives

(b) Forecasting

(c) Search of alternative courses of action and their evaluation

(d) Drawing policies and procedures and

(e) Budgeting

Planning is a prerequisite of doing anything. It is a pervasive, continuous and never ending activity. It leads to more effective and faster achievements in any organization and enhances the ability of the organization to adapt to future eventualities.

2) *Organizing*: Organizing involves identification and grouping the activities to be performed and dividing them among the individuals and creating authority and responsibility relationships among them. The process of organizing involves the following steps:

   (a) Determination of objectives

   (b) Division of activities

   (c) Fitting individuals to specific jobs and

   (d) Developing relationship in terms of authorities and responsibilities

Organizing can be viewed as a bridge connecting the conceptual ideas develop in creating and planning to the specific means for accomplishing these ideas. It contributes to the efficiency of an organization.

3) *Staffing*: The staffing function has assumed great importance these days because of rapid advancement of technology, increasing size of organizations and complicated behavior of human beings. The managerial function of staffing includes manning the organizational structure through proper and effective selection process, appraisal and the development of personnel to fill the roles designed into the structure. The staffing function involves:

   (a) Proper recruitment and selection of the people

   (b) Fixing remuneration

   (c) Training and developing selected people to discharge organizational function and

   (d) Appraisal of personnel

Every manager is continuously engaged in performing the staffing function. Although some elementary functions like keeping inventory personnel, advertising for jobs, calling candidates etc are assigned to personnel department. The manager per-

forms the duties of job analysis, job description, appraisal of performance etc. In short, the staffing function can be viewed as an all pervasive function of management.

4) **Directing**: Directing is that part of the management process which actuates the organization members to work efficiently and effectively for the attainment of organizational objectives. Planning, organizing and staffing are merely preparations of the work; the work actually starts when managers start performing the direct functions. Direction is the interpersonnel aspect of management which deals directly with influencing, guiding, supervising and motivating the subordinates for the accomplishment of the pre-determined objectives.

According to Massie (1982)[28], "directing concerns the total manner in which a manager influences the actions of subordinates. It is the final actions of a manager in getting others to act after all the preparations have been completed". It consists of four sub functions:

(a) *Communication*: It is the process of passing information and understanding from one person to another. A successful manager should develop an effective system of communication so that he may issue instructions and receive the reactions of the subordinates and motivate them

(b) *Leadership*: It is the process by which a manager guides and influences the work of his subordinates.

(c) *Motivation*: Motivation means inspiring the subordinates to zealously work towards accomplishment and achievement of organizational goods and objectives.

(d) *Supervision*: Managers have to personally watch, direct and control the performance of subordinates. In doing this they have to plan the work, give them directions and instructions, guide them and exercise leadership.

5) **Controlling**: Controlling is visualizing that actual performance is guided towards expected performance. It is the measurement and appraisal of the activities performed by the subordinates in order to make sure that the objectives and the plans devised to attain them are being accomplished. Controlling involves the following:

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[28] Massie, Joseph (1982). *Essentials of Management*. New Delhi: Prentice Hall of India

(a) Fixing appropriate standards

(b) Measurement of actual performance

(c) Comparing actual and planned performance

(d) Finding variances between the two and reasons for the variance and

(e) Taking corrective actions

Control keeps a check on other functions for ensuring successful functioning of management. The most notable features is that it is forward-looking. A manager cannot control the past but can avoid mistakes in the future by taking actions in the light of past experiences.

The above functions may give an impression that these sections are independent compartment. Management is a continuous process involving the interaction of all functions and departments. These functions are being performed simultaneously and repeatedly. The purpose of separating the functions of management is to ensure that sufficient attention will be paid to each of them. The functions of management are universal. A manager has to perform these functions in the organization, whatever the level of the manager or the objective of the organization. Some people raise the question which management function is more important than others. The importance of the functions will vary from task to task but they are all important and necessary in accomplishing any organizational goal.

1.1.6 Educational Management:

Management is a new concept and is used in place of administration. This concept of management which has been commonly used in business organization and industry is now widely used in other fields and organization including education. Management means "to get the work done". Every educational institution has certain objectives. The head of the institution needs to organize people, make proper utilization of material and physical resources and right use of money in a systematic and orderly way to accomplish the objectives of the institution. Thus, the primary task of the head of the institution – the manager is to get the work done or to get the objectives accomplished in the pre-planned way. This is what the concept of management implies.

The management of education has two aspects – internal and external management. Internal management covers classroom transaction, library services, building

and other physical and material resources, human relations, financial transactions etc. External management covers relations with the community, government and other agencies and persons connected with the establishment and functioning of the institutions.

Management of education is a cooperative human endeavor. Although the head of the institution is the manager of this human enterprise, yet the cooperation of teachers, parents, students and the community members is essential for effectively managing the institution. Even if advanced technologies like the computers are now increasingly used in the management process, yet it is the human element which lies behind all effective managements.

It has been pointed out earlier that management is a new concept and is now used in place of administration. In fact, the two terms 'management and administration' are used interchangeably. Educational administration gives more stress on strict conformity to rules and regulations. An administrator is considered as "a boss" who directs and exercises control. Educational management emphasizes democratization in policy formulation, decision making, implementing and bringing improvements in the system. A manager is considered as one among the staff, a friend, philosopher and guide for others.

Education and management are large and complex concepts. Many definitions may be found in the international literature available for students in these fields of study. It is clear that no single definition in either field commands the acceptance of all. Undoubtedly, they provide a basis for thinking about the management of a school as an organization and the education of young people which schools are intended to provide. Education is the learning process by which values, attitudes, information and skills are acquired and integrated. Management education is the process of learning values, attitudes, information and skills to achieve desired relations between resources and objectives.

Management and educational management seek to encourage selective behavior and a limited interpretation of events in the fulfillment of particular objectives. Both the organizational members and the physical or non-human resources which they command are devoted to the realization of specific outcomes. Certain behavior is legi-

timate in that it contributes to the desired ends. Other behavior is not legitimate in that it does not contribute to the desired ends. Managerial behavior is directed towards the prescribed and limited use of human and non-human resources in order to achieve explicit and desired results. Management is the organizational process of relating resources to objectives. Educational management is the process of relating resources to objectives required in organizations which explicitly exist to provide education.

Keeping in view the general concept of 'management', Management of education is defined as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extension work and research.

1.2.0 Early perspective about Management:

While future is the time for our concern, past gives us good direction for meeting the future successfully. As George Santayana put it, "those who cannot remember the past are condemned to repeat it". Knowledge about management today is the result of continuing innovative ideas and practices over a long period of time in the pages of management history. Historical perspectives help managers to better understand current developments. The past experiences also help managers avoid repeating mistakes. While history does not usually repeat itself because of the dynamics of various environments, some of its aspects do help in predicting the future, especially where cause and effect phenomenon has been established. Accordingly, reviewing of management from the earliest days of civilization to the present should help us understand the managerial world of today and the future better.

One of the earliest and most interesting applications of management is related in the Biblical story of Moses and exodus of the Israelites from Egypt. In the story, Jethro – Moses father-in-law advised him that he should choose able men as rulers over thousand hundreds, fifties and ten since he (Moses) did not have the time and strength to personally judge all of the people. In this story, an important managerial concept is exemplified when Moses accepted the staff advice and counsel from Jethro. Also the organizing ability of Moses is shown through his delegation of authority to others in order to create a hierarchy of authority. The statement that every great matter should be brought to Moses, but every small matter should be judged by the people them-

selves, is an example controlling exceptional and significant activities. And the personnel selection and training of "able men out of all Israel" illustrates the importance of the actuating function.

Management has evolved and changed considerably over the period of time. Even though the formal scientific management practice began and established itself in the early part of 20th century, the recorded application of organized management dates back to 5000 BC when Sumerians established written records for both government and commercial use. As early as 3000 BC Egyptians were aware of the importance of planning, directing, organizing and controlling and this is evident from the Great Pyramids of Egypt build around 2800 BC. The largest and the best preserved pyramid is the Great Pyramid. Its construction was planned and supervised by Imhotep. It contains more than 2.3 million stone blocks, each weighing more than 2.5 tons. The pyramid measures about 480 feet in height and its base covers more than 13 acres and it required 100,000 men working for over 20 years. To provide such a monument required proper planning, work allocation, organizing, directing, controlling and decision making.

Around 250 BC, the king of Babylon, near the modern city of Baghdad in Iraq, issued a code of 282 laws governing business dealings, interpersonal relationships, wages, punishments, personal attitudes and so on. The Chinese bureaucracy was fully developed into a hierarchy of officials, long before Confucius around 500 BC who advocated the importance of interpersonal relationships to secure cooperation rather than the system of rewards and punishment. Chinese General Sun Tzu provided some strategic decision rules for war as follows: "it is the rule in war; if our forces are ten to the enemy's one, to surround him; if five to one, to attack him; if twice as numerous, to divide our army into two, one to meet the enemy in front and one to fall upon his rear…..if equally matched, we can offer battle, if slightly inferior in number, we can avoid the enemy; if quite unequal in every way, we can flee from him". This fundamental idea of management can be easily replaced by modern management strategy if we replace "war" with competitive market place.

The Great Wall of China, more than 1500 miles long and 25 feet high built around 200 BC could not have been built without the managerial skills of planning,

organizing, directing and controlling human endeavors. Socrates (469-399 BC) emphasized the universality and transferability of management skills while Aristotle (384-322 BC) provided numerous insights into management and organization including the areas of specialization of labor, departmentation, delegation of authority, leadership and so on. Plato (423-347BC) reorganized the concept of management particularly the importance of a specialization of labor as a means for increasing productivity. Furthermore, description of the ancient Greek city –states indicate that the institutional functions of government were highly organized and managed. Chanakya Kautilya (322-298 BC) was a noted statesmen and administrator who served Chandragupta Maurya, as a minister. His "arthasastra" laid the foundation for public administration. He wrote about the qualification of administrators, established departments with directors and prepared detailed job descriptions for various offices.

At about the same time period, Alexander the great (king of the ancient Greek kingdom of Macedon) used a staff organization extensively in his military conquests during 336-323 BC. The Roman Empire (200 BC- AD 400) showed an outstanding expertise in general administration, political, military and judicial judgment issues using communication and centralized control. Also, the Romans developed a factory system for manufacturing armaments, pottery and textile and employed an authoritarian organizational structure based on function. From Alexander the great to Julius Caesar (100-44 BC), a roman statesman, general and notable author of Latin prose, the functions of planning, acquiring, organizing, actuating and controlling were extremely important in winning battles and wars. In advance of a battle, for example, Caesar used intelligent and loyal commanders in his legions for assistance in planning and then delegated authority to his commanders to provide a coordinated and effective fighting force.

The Roman Empire lasted until about 400 AD. At about that time, the Catholic Church practiced the decentralized hierarchical structure of authority with centralized strategic control and policy making. Through the Pope, the church retained a great deal of authority with a fairly large number of people reporting to superiors at each level. Particularly important in this respect was the used of staff personnel who advised the Pope. During the "middle ages", roughly 600 AD to about 1500 AD the reli-

gious grip on society began to weaken and interest arose in secularism with a new spirit for trade, exploration for new markets, free circulation of money and credit instruments and a new political order. In 1494, Luca Pacioli, a Franciscan monk described in print a system which can be considered as the first information system for management. It provided the entrepreneur with information on cash and inventory position and enabled a check on cash flow.

Niccolo Machiavelli wrote *The Prince* during the Renaissance in sixteenth century Florence, Italy. It was one of the first books that described leadership. Machiavelli was a government official during a period of warfare and political intrigue between city-state vying for control of the region and he had a cynical view of human nature, believing that people were motivated by very narrow self-interests.

Machiavelli advised the leader or prince that it was better to be feared than to be loved. Love is a fickle emotion, whereas fear is constant. In other words, survival is a basic human instinct that dominates other emotions. He also suggested that a leader may engage in lies or deception for the good of society, as long as he appeared to be virtuous to the people. The leader should be fair yet tough, harshly punishing disloyal subjects to discourage others from engaging in treason. He believed that the aristocrats close in stature to the prince posed the greatest threat to his welfare and that the Prince had to use cunning and intrigue to keep them off balance. Thus, he warned the leader not to trust his peers. He believed that an effective leader forms alliances of convenience with some enemies to keep the more powerful ones of balance. Although many contemporary executives and leaders might judge Machiavelli's advice to be extreme and unrealistic, even today rival fight behind the scenes in highly politicized corporations and sibling rivalry runs rampant in some family business.

The efficient organization of work has its roots in the classic eighteenth-century book *The Wealth of Nations*, written in 1776 by Adam Smith. As a professor of logic and moral philosophy at Glasgow University in Scotland, Smith was the first to recognize the principle of the division of labor in a manufacturing process. Division of labor converted production by craftsmen or artisans who repeated one step over and over, thereby achieving greater efficiencies in the use of time and knowledge. Smith showed how the manufacture of pins could be reduced to 18 steps done by 10 special-

ists who each performed one or two steps. Organizing the ten 10 laborers in a small factory made it possible to produce 48,000 pins in one day. When the pin makers operated independently as generalists, the total daily output was 200 pins. Smith observed that the division of labor was responsible for revolutionary gains in factory output. His work laid the theoretical groundwork for scientific management.

Many of today's managerial concepts can also be found in an interesting historical description of the building of Venetian ships during the Renaissance period of the fifteenth and sixteenth centuries. The Arsenal of Venice, a government shipyard that produced military ships on a production line basis, embrace modern management practices of warehousing, assembly line, personnel management, standardization and controlling of inventory, costs and financial accounts.

Management practice in business, government and the church remain quite stable through the centuries until the mid-18th century with the birth of the industrial revolution in England. Essentially, the industrial revolution brought about a substitution of machine power for manpower via the steam engine and within a few short decades the entire picture of industrial activity was dramatically altered. Greater utilization of machines and improved transportation and communication systems brought about centralization of production activities, the establishment of new employer-employee relationships and the separation of consumers from producers. Under these new conditions, the customary means of establishing and achieving objectives proved unsatisfactory and gave rise to new management means.

With the industrial revolution began early scientific inquiries into the practice of management. In the early 1500's, Charles Babbage, sometimes referred to as the patron saint of operation research, began to search for methods of improving worker productivity with the use of work measurement and cost determination (forerunner of time and motion study), profit sharing and bonus plans. Babbage invented a predecessor to the modern day computer, an invention he called the "difference machines" that actually performed mathematical calculations and computed statistical probabilities. He also wrote a book entitled *On Economy of Machinery and Manufacturer*.

James Montgomery, a textile owner-manager in Scotland actually wrote the first management texts for his and other companies. They were very technical and parochi-

al in style, but nevertheless addressed the problems of planning, organizing and controlling in early factories.

Robert Owens, a successful textile entrepreneur did not like the process of industrialization – especially with regard to specialization and division of labor. He attempted to emphasize the human element of cooperation in the factories he managed, and he tried to educate workers to be "generalists" with respect to the business enterprise.

Andrew Ure was an English industrialist who believed that education was the answer to reducing the culture shock of industrialization. He trained managers for industry and wrote a technical book on the mechanical, moral and commercial aspects of industry.

Charles Dupin was an industrial educator in France who was one of the first to advocate teaching broader management skills in college. He emphasized that managers needed more than technical skills to maximize output.

So, by the end of the 19th century much had been written, practiced and preached about management. However, almost all the material was very parochial, limited to the particular industry of the author-trainer. Also, most of it was very technical and alluded only occasionally to broad, encompassing principles applicable to all forms of organization. With the advent of Frederick W.Taylor and the scientific management school of thought began the formal, broader study of management as a discipline akin to physics, history, mathematics and other fields of study. From this and earlier developments, numerous schools of management thought have evolved and still exist today.

1.2.1 Evolution of the concept of Management:

Management both as a practice and as a field of thought and study has a long history. The last of the great English classical economists, Alfred Marshall (1842-1924) added management to the factors of production: land, labor and capital. However, management to Marshall was still an extraneous factor, rather than a central one. J.B Say (1767-1832), the French economist gave the pivotal role to the 'entrepreneur', a word he coined, who directs resources from less productive into more productive investments and thereby creates wealth. Say was followed by Francois Fourier (1772-1837) and Conte de Saint-Simon (1760-1825), who anticipated developments and

"discovered" management. Saint-Simon saw the emergence of organization and the managerial tasks of making resources productive. He laid down the basic concepts and approaches on which every socialist economy has been develop. In U.S Alexander Hamilton (1757-1804) gave emphasis to the purposeful, constructive and systematic role of management. He saw in management "the engine of economic and social development" and in organization "the carrier of economic advance". Following him, Henry Clay (1777-1852) produced what might be called the first blueprint for systematic economic development. Robert Owen (1771-1858) an industrialist in Scotland actually became the first manager in his textile mill in Lanark. Owen in the 1820's, first tackled the problem of productivity, of the relationship of worker to work, of worker to enterprise, and of worker to management, thereby emerging manager as a reality than as an abstraction.

In the 1880's Fredrick W Taylor (1856-1915), in his approach to worker, hoped to give the worker a decent livelihood through increasing the productivity of work. Around the same time in France, Henri Fayol (1841-1925), head of a coalmine, thought of organization structure and develop the first rational approach to the organization of enterprise: the functional principle. Also in Germany, at the same time, the new discipline of 'Betriebwissenschaft' was developed by Eugen Schmalnbach (1873-1955). The management science developed since then. In America, German born Hugo Muensterberg (1863-1916) tried to apply the social and behavioral sciences and psychology to organizational and management.

In the early twenties, Pierre S. du Pont (1870-1954), followed by Alfred P Sloan, Jr. (1875-1966) developed the organization principle for the business enterprise: the principle of decentralization. Du Pont and Sloan also develop systematic approaches to business objectives: business strategy and the strategic planning. In US, Sears Roebuck, led by Julius Rosenwald (1862-1932) and by Robert E. Wood (1879-1969) built the first business to be based on the marketing approach. Frank and Lilian Gilbreth (1861-1924, 1878-1972), Henry Gantt (1861-1919) and Ian Hamilton (1853-1947) realized the need to balance formal structure and the policies that gave "soul" to the organization. Mary Parker Follett (1866-1933) and Chester Bernard (1886-1961) elicited the process of decision making in organization and the role and information of

the executive. Cyril Burt (1883-1972) and Eiton Mayo (1880-1949), working at Harvard, develop industrial psychology and human relations respectively and applied it to enterprise and management.

Much of current understanding about management activities derives from an approach that emerged in the 19th century as modern states attempted to assert control over a large territory and expand their authority. The modern management model involves a top-down multi-level management structure. While primary designed for other sectors, notably the military and the manufacturing sectors, the modern model has been widely adopted in the developing world for the delivery of education.

1.3.0 Role of teachers in school management

Teachers have a great role to play in the educational, social and even in the political reconstruction of India. Teachers are essentially nation builders. They are the torch-bearers of the race. On them depends the future of the school, the village, the country and, in fact, the humanity in whole.

In the schools, the teachers and the headmasters can play significant roles. No doubt, the higher authorities can prescribe certain things but it is the teacher's community that can actually put those things in practical shape. Without their whole hearted co-operation nothing in this regard can be achieved.

It needs no description that the teacher is the pivot of any educational system of the younger students. On him rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail. Hence, the teacher is a vital component of the school.

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strongly manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

Seass has presented the teacher working in school in the following four roles according to environment:

1) As a superintendent

2) As a supervisor

3) As a planner

4) As a controller

The four aspects are interrelated and the teachers play an important role in them:

1) *In the role of a superintendent*: Teachers are given several duties in addition to their primary duties, some of which can be in the administration of the school. They perform these duties on behalf of the headmaster.

2) *In the role of a supervisor:* The teacher has also to work as a supervisor in various functions of the school that fall in the realm of management and may be of the nature of supervising examinations to supervising the administrative staff in the school to performance of various other school activities.

3) *In the role of a planner:* The teacher contributes substantially as a planner who helps the headmaster and other administrative staff with planning of timetable periods, examination duties, results, co-curricular activities, curriculum, textbooks, and everything else that a school needs to perform in its day-to-day activities.

4) *In the role of a controller:* As part of their duty, the teacher has also to perform the duties of a controller who exercises control over the students, discipline, staff curriculum, timetable and other related activities of the school.

School management naturally falls into several division which include the headmaster, who retain a cordial relationship with the parents and guardian of his pupils as well as his staff for their advancement, the distribution of the staff which must depend largely upon the abilities of the members giving the pupils the best teachers and best disciplinarian, the specialists or the class teachers system which arranges the work in an orderly way in consultation with other colleagues, supervision of the staff which gives guidance of the staff and supervises with the right motives, teachers records which includes attendance register; mark register; general and detailed syllabus of work to be done; diary and class notebooks, staff meeting which discusses the school matters having a great value, the classification of pupils; a careful admissions and promotion of pupils for a well-balanced class and effective teaching, examination to decide the question of promotion giving annual test or examination, time-tables to dis-

tribute the work equally amongst the staff so that each does his fair share, homework to be done by the pupils with a time table, parental co-operation to increase the effectiveness of the school, the hostel for the pupils an important development for the system and games to improve the health and stamina of school boys and girls, that play an important part in the formation of character.

From the various divisions the success of the system largely stands in the hand of the staff or the teachers. The teacher as a manager has to organize his classes and contribute to the total organization of his school. As the work of the teacher is very important in the management of the school he is expected to act as a parent of the students and treat them with affection and care, build up and maintain a healthy and strong 'ego' and 'self-concept' among children, a helper to students by way of providing them academic and personal guidance, play the role of a resource person who possesses knowledge of the subject matter and skills better than the pupils, acts as a detective in detecting offences and rule breakers, promote significant learning among his students, assist students to control their impulses and reduce anxiety about conduct and performance in different problematic situations, settle disputes among students in an objective and fair manner, act as a leader in developing suitable climate and cohesion in the class as a social, behave in a manner whereby the traits exemplified by him may be emulated by the students, evaluate the academic and other performance of the students in an impartial manner, win and share the confidence of the students, play the role of a friend, philosopher and guide to the students, uphold the norms and values of the society, inculcate the attitudes and moral values cherished by the society among the students, play the role of a democrat, play the role of a rationalist by basing his actions on reason, play the role of a secularist by having an open mind on the beliefs of all religions, play the role of an initiator by exploiting the new technology to the best advantage of the students and the purposes of education, play the role of a social reformer and act as equalizer by working for minimizing inequalities in the educative process and by building up an egalitarian, secular and socialist society.

Being a teacher is much more than just executing lesson plans, they also carry the role of a surrogate parent, disciplinarian, mentor, counselor, book keeper, role model, planner and many more. In today's world of education, a teacher's role is quite

multifaceted. Their job is to counsel students, help them learn how to use their knowledge and integrate it into their lives so they will be valuable member of society. Teachers are encouraged to really tune into how each individual student learns, and try to really challenge and inspire them to learn.

1.3.1 Types of school management

The authority, which runs a school, determines its type of management. There are three types of management as mentioned.

1) *Government management*: in a welfare state, education is the responsibility of the government (central and state) and so it runs various institutions. They are managed by the government. They are under the direct control of and supervise in their own way by the government agencies.

2) *Local self government or local bodies*: local bodies like municipalities, district boards, zila parishads and panchayats run schools in their respective areas. They appoint staff, provide equipment and finance to these schools through local taxes and grants from the state government. Such educational institutions are directly under the control of these local bodies which look after the work going on in these schools.

3) *Private management*: private agencies have played an important part in the development of Indian education. Even today they are playing a significant role in the sphere of pre-primary, elementary, secondary and higher education. These private agencies consist of religious bodies, denominational bodies, missionaries, cooperative societies, individual enterprise and the like. These agencies have started their own institutions both schools and colleges, erected their own building, purchased their own equipment and appointed their own staff through exactly in line with government policies and regulations.

Private participation in education has been a tradition in India ever since the grant-in-aid system was introduced by the British in the 19th century. However, with the advent of GATS (General Agreement on Trade in Services), several private corporate organizations are now running educational institution at all levels. At the pre-primary and primary stage, there is a wide prevalence of private organizations, consisting of missionary, religious and community oriented institutions to provide educa-

tion. The role of private organizations at the secondary level appears to be low compared to primary and higher education.

1.4.0 Need for management

For most of our lives, we are members of one organization or another – a college, a sport team, a musical or theatrical group, a religious or civic organization, a branch of the armed forces or a business. Some organizations like the army and large corporations are structured very formally. Others, like a neighborhood basketball team are more casually structured. But all organization, formal or informal, are put together and kept together by a group of people who see that there are benefits available from working together toward some common goal. So a very basic element of any organization is a goal or purpose. The goal will vary – to win a league championship, to entertain an audience, to sell a product – but without a goal no organization would have a reason to exist.

All organizations also have some program or method for achieving goals – a plan. The plan might be to practice playing skills, to rehearse a certain number of times before each performance, or to manufacture and advertise a product. Whatever it is, without some plan for what it must do, no organization is likely to be very effective.

Organization must also acquire and allocates the resources necessary to achieve their goals. Perhaps a playing field or rehearsal hall must be available, or money must be budgeted for wages. All organization depends on other organization for the resources they need. A team cannot play without the required equipment; manufacturers must maintain contracts with suppliers.

Management is the practice of consciously and continually shaping organizations. All organizations have people who are responsible for helping them achieve their goal. These people are called managers. These managers – coaches, conductor, sales executive – may be more obvious in some organization than in others, but without effective management, organizations are likely to founder.

Management plays a unique role in modern society. It regulates our productive activities by organizing factors of production. A business which has all the resources like men, money, material and machinery cannot satisfy customers unless they are ef-

ficiently managed. Thus every business needs repeated stimulus which can only be provided by management.

The significance of management can be realized from the following ideas: Drucker (1974)[29] called management 'the life-blood' of an enterprise. According to him, management is 'the crucial factor in economic and social development'. Firms fail because the basic functions are performed poorly and not lack of any resources. To quote Drucker again, management is the 'dynamic life-giving element' in every organization. It is the actuating force that gets things done through people. Without management, and organization is merely a collection of men, machines, money and material. In absence of management, the resources of production, remain resources and never become production.

The factors, leading to the importance and need of management are listed below

1) To achieve objectives of an organization

2) To ensure effective utilization of the available resources

3) To solve the increasing complex problems of business

4) To cope with the research and development

5) To handle and direct large scale operations

6) To coordinate between different levels of work performance in enterprise

7) To meet the problems of competition

8) To inter-link traditional and modern technique of work completion

9) To help the nation in social welfare and improve standard of living

10) To anticipate changes in business environment and take appropriate steps in knowledge era

11) Management provides innovative ideas, imaginations and visions to the organization

12) Management reconciles the interest of various groups such as owners, consumers, workers etc.

Management is needed for educational institutions to operate in an environment of constant change. Change is the order of the day. Changes are taking place every day in every walk of life. Life of people—their philosophy, way of living etc are un-

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[29] Drucker (1974). op. cit.

dergoing changes, impact of scientific, industrial and technological advancement is being felt by every social set up. It is but natural that changes should take place in the process of schooling. At least a quarter of their student population changes every year, faculty and staffs do not stay the same forever. Since it is impossible to reach the pinnacle of service excellence once and for all, educational institutions need to identify and implement improvements in their set up. Curricula need updating and revision, procedures need to be upgraded in accordance with new needs and technologies and the employees – faculty, staff and administrators need access to constant training and development opportunities. The process to be undertaken for continuous improvement requires a mind-set of constant monitoring, problem identification and research.

Literally educational institutions provide valued services to their students and aim to meet customer needs and expectations. While many institution, however, seem unresponsive as they are concerned with other things than customer satisfaction. They are bureaucratic, rigid and reject innovation. Highly responsive institutions, on the other hand, survey current customer satisfaction and also look for the ways to enhance their services. Effective responsive institution delivers customer satisfaction. They understand that customers seek value for their expenditure of time, effort and money and they try to increase value by operating efficiently and effectively. The institutions look at service quality, measuring customer's judgement of their service quality through complaint and suggestion systems and the feedback from these systems. With the results of the service-quality analysis the institution take action to close the gap between what is currently being done and what the institution aims to become.

1.5.0 Rationale of the study:

The school is organized on the assumption that the student is a thing to be worked on. The school has to focused on performance and results rather than on rules and regulations and therefore needs a clear definition of its mission and it also needs a system to accomplish that. Basically, it should keep an eye on the fundamental, long term goal. One should start with the mission, which will guide through the endeavour. The moment one loses sight of the mission, resources are wasted. The main task of management is to ensure that all resources are used to the full. Thus, management is a continuous process through which members of an organization seek to coordinate

their activities and utilize the resources in order to fulfill the various tasks of the organization as efficiently as possible.

A school is a society in its miniature form. School gives reflections of the society from where the children come to the school. The better the school, the better would be the society. Good institutions with good standard will ultimately help in the uplift of the society. The children receiving education are the nation-builders, the future destiny of the nation.

Through management leadership can be exerted over followers. It links together different aspects of an activity so as to show one cohesive whole. Then the participants in that activity are able to see authority and responsibility within the group. That is why we say sometimes that in such and such school the whole management is very good or vice versa. School management helps in uprooting the drawbacks from the arena of school life and also vitalizes the institution. A good management inspires the good staff, encourages them, recognizes their individual worth and thus improves upon them by eliminating or improving the bad ones.

In school education, the most important people occupying the central part are the students without which school cannot be run and consequently besides that the teacher has a greater role for their upliftment. The school success or failure depends upon the management it carries out. Even though there might be a number of students with highly qualified staff but the main foundation rest on its management to achieve its objectives. The school tries to prepare/train the students to be loyal, honorable, useful, healthy citizen and capable of working by themselves in the wider world.

Some of the educationists are heard saying that the school is dead today. That means they are working in a very dull and routine type of environment. The old methods of teaching, the same thing being repeated everything being used is the same for the students, who are decidedly different from the old ones. No creative work is being done by the teachers or the students. Teaching and learning is done for the sake of examination. It seems as if real teaching and learning have disappeared. Attainment of a degree has become the sole end of studies in the school. The schools are producing that type of children who are good for nothing. They stand useless and misfits in the society. There is provision of games but their actual aims are being ignored. The stu-

dents play games not for their physical growth and development. Creative reader and creative workers in the field of education are disappearing. Therefore, these problems have been troubling the minds of many, giving rise to the following research questions:

1. What is the level of teachers' participation in school management?

2. Is there any difference between male and female teachers with respect to their participation in school management?

3. Is there any difference between government and non government schools with respect to teachers' participation in school management?

4. Does the length of teaching experience have any bearing on the level of teachers' participation in school management?

5. What type of opinion do teachers' have with respect to participation in school planning, organizing, communicating, controlling and evaluating?

Therefore, a school dead or living depends upon the working staff. A good and successful headmaster and the efficient staff can undoubtedly change the lot of the school to make it really good one.

Thus, keeping in view all the attending realities that we are facing today in the sphere of school management the investigator felt the need for the present study.

1.6.0 Statement of the problem:

Occasionally, the functions of secondary school teachers in school management are not specifically stated. Apart from teaching and managing the classroom, some teachers do not seem to have any responsibilities in other areas of school management. While some teachers do not even take any responsibility in classroom management, other teachers seem to be part and parcel of the whole management of the institution. While some schools gave more responsibilities in school management to senior teachers, other schools gave more responsibilities to young and energetic teachers. Some authorities in the school showed discrimination in management with respect to gender. The management system of government and non government schools may also be different. Therefore, in order to find out the level of participation of secondary school teachers in school management, the present study is labeled "***Participation of Sec-***

ondary School Teachers in School Management with reference to their Gender, Teaching Experience and Types of Management in Aizawl City

1.7.0 Operational definition:

Participation: For the present study, participation refers to teachers' involvement and contribution in school planning, organizing, communicating, controlling and evaluating.

Secondary school teachers: For the present study, Secondary school teachers refer to those teachers who teach in schools providing education for students in classes-IX and X.

*School management***:** School management refers to the role and functions of different administrators in the operation of a school.

Participation in school management: For the present study, school management refer to the score obtained on the 'teachers participation in school administration scale (TPSAS)' developed by Taj, Haseen. (2000)

Teaching experience: Teaching experience refers to how long an employee has worked at a school. For the present study teachers having teaching experience upto 5 years were designated as less experienced teachers, between 6 years and 20 years were designated as middle experienced teachers and 21 years and above were designated as more experienced teachers.

Types of management: For the present study types of management refers to the secondary schools, administered and controlled by either Government or private organizations.

1.8.0 Objectives:

1. To find out the level of participation of secondary school teachers in school management.

2. To find out the participation of secondary school teachers in the different areas of school management with reference to gender.

3. To find out the participation of secondary school teachers in the different areas of school management with reference to the type of school management

4. To find out the participation of secondary school teachers in the different areas of school management with reference to their teaching experience

5. To study the opinion of secondary school teachers with respect to matters relating to school management.

1.9.0 Hypotheses:

1. There is no significant difference between male and female secondary school teachers' participation in general school management.

2. There is no significant difference between male and female secondary school teachers' participation in school management with respect to planning.

3. There is no significant difference between male and female secondary school teachers' participation in school management with respect to organizing.

4. There is no significant difference between male and female secondary school teachers' participation in school management with respect to communicating.

5. There is no significant difference between male and female secondary school teachers' participation in school management with respect to controlling.

6. There is no significant difference between male and female secondary school teachers' participation in school management with respect to evaluating.

7. There is no significant difference between government and non government secondary school teachers' participation in general school management.

8. There is no significant difference between government and non government secondary school teachers' participation in school management with respect to planning.

9. There is no significant difference between government and non government secondary school teachers' participation in school management with respect to organizing.

10. There is no significant difference between government and non government secondary school teachers' participation in school management with respect to communicating.

11. There is no significant difference between government and non government secondary school teachers' participation in school management with respect to controlling.

12. There is no significant difference between government and non government secondary school teachers' participation in school management with respect to evaluating.

13. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in general school management.

14. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to planning.

15. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to organizing.

16. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to communicating.

17. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to controlling.

18. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to evaluating.

19. There is no significant difference between less experienced and more experienced secondary school teachers' participation in general school management.

20. There is no significant difference between less experienced and more experienced secondary school teachers' participation in school management with respect to planning.

21. There is no significant difference between less experienced and more experienced secondary school teachers' participation in school management with respect to organizing.

22. There is no significant difference between less experienced and more experienced secondary school teachers' participation in school management with respect to communicating.

23. There is no significant difference between less experienced and more experienced secondary school teachers' participation in school management with respect to controlling.

24. There is no significant difference between less experienced and more experienced secondary school teachers' participation in school management with respect to evaluating.

25. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in general school management.

26. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to planning.

27. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to organizing.

28. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to communicating.

29. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to controlling.

30. There is no significant difference between less experienced and middle experienced secondary school teachers' participation in school management with respect to evaluating.

CHAPTER-2

REVIEW OF RELATED LITERATURE

CHAPTER 2

REVIEW OF RELATED LITERATURE

Though the effectiveness of education depends largely on how well it is managed; research in educational management in the Indian context is in fact, no more than a few decades old. Since, effective research is based upon past knowledge, review of related studies helps to provide useful information and provide a background for the study. It highlighted what has been done on related issues and what has been learnt. The research studies review includes mainly doctoral researches project reports and research papers reported in journals. The review describes, summarize, evaluate and clarify the literature. It gives a theoretical basis for the research and helps to determine the nature of research. It also shows the originality and relevance of the research. The existing literature that the investigator has found is not able to explain or have complete relationship with the underlying study but it gives us information about the area of study. The investigator has divided the work under the following head:

- Studies conducted in India.
- Studies done abroad

2.1.0   STUDIES CONDUCTED IN INDIA:

Sharma (1982) in his study on the leadership behaviour of headmasters' vis-à-vis the school climate, found that the leadership behaviour of the headmaster has direct impact on the school and on its functioning which makes for a good climate.

Mohanty (1988) studied the pattern and problems of administration and supervision of primary schools in Orissa. He found that supervision is to be separated from administration, particularly at the grass-roots level, so as to enable inspectors to freely look to the academic growth of leaders.

Fernandez (1990) studied the psychological aspects of human relations in educational administration of heads of schools. The researcher found that sharing-shouldering of administrative tasks responsibilities on the part of heads of schools was a learnt one. It was related positively to the assumption of an intrinsic motivation for work among subordinates.

Mahashabde (1990) studied the relationship between effectiveness of principals of polytechnics in Maharashtra State and institutional climate, teachers' morale and job satisfaction and students academic achievement. The researcher could not find any significant relationship between leadership morale, job satisfaction of teachers, organisational climate and students' academic achievement.

Subudhi (1990) in his study of Management of in-service training for college principals and its impact on institutional management found that management training to principals enhances their capacity and changes their attitude to bring about desirable changes in their respective institutions. It increases the productivity of the institution.

Pati (1992) conducted a study on the administrative and supervisory problems of secondary school headmasters of Cuttack-1 circle, Cuttack and found that the supervision and administration problems of secondary schools are mainly shouldered by the head of the institution and it is the headmaster who focuses attention on the various problems arising in secondary schools

Taj (1992) in his study on Social-psychological and situational correlates of administrative behaviour of secondary school heads found that the attitude towards the profession, job satisfaction and personal-interpersonal social adequacy were found to be significant predictors of the administrative behaviour of secondary school heads.

Prabhakar and Rao (2011) main objective of their study is to explore the prevailing situation of the planning framework and community participation in school management. The findings reveal that the planning framework is weak in public schools while it is well-built in privately-run schools. But, despite the established planning framework in private schools, parents or community are not involved. The parent/community participation is true to the spirit in the small chunk of public schools where the planning framework is ascertained. The study suggests the policy makers to stress on conductive framework for micro planning in public schools and thrust upon parent/community participation in the private set-up to strengthen the planning activity for achieving efficiency and accountability of the system

Lata (2012) study the effectiveness of teachers in class rooms and the competence of teacher from classrooms observations. The major purpose of the study was to

identify essential teacher competencies for teacher effectiveness and find out class room practices used by teachers. Major findings of the study indicated that though most of the teachers are aware of his/her duty in their classrooms, majority of the teachers are not using evaluation techniques properly. The teachers, however, agreed with two major characteristics of the teacher education for school effectiveness i.e. content knowledge and pedagogical competencies. The major implication of the study is to shift from lecture paradigm to collaborative, interactive and democratic teaching style; to develop mentoring as well as monitoring teacher education programme for overall teacher effectiveness; and emotional intelligence has higher effect on teacher's performance as well as class room performance.

Riti (2012) examined the teacher effectiveness in relation to school organizational climate and administrative behaviour of school heads of Himachal Pradesh. The results of the study showed that (i) Different types of school organizational climate existed in different schools. (ii) Teacher effectiveness of teachers teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (iv)The teacher effectiveness significantly differed in schools with different types of school organizational climate. The mean teacher effectiveness score was highest in case of open school organizational climate (v) There was a significant difference in the administrative behaviour of school heads across different school organizational climate. (vi) Administrative Behaviour had a significant and positive effect on the teacher effectiveness.

Sodhi (2012) studied teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages). A sample of 75 senior secondary schools (45 rural and 30 urban) were selected. It was concluded that the secondary school teachers perceiving autonomous and familiar type of school newline organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climate to be of closed type. There is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups

Abgoli (2013) selected sample amongst head teachers, teachers, students and their parents from Mysore City, India and Shiraz City, Iran. The findings of this research showed significant differences in the leadership styles of secondary school head teachers in Mysore City, India and Shiraz City, Iran. The majority of secondary school head teachers of Shiraz City had transformational leadership style while the majority of secondary school head teachers in Mysore City had transactional leadership style. No significant difference was observed in the leadership style of secondary school head teachers with reference to their background characteristics in Mysore City and Shiraz City. Only in the cases of age and educational qualification in Mysore City a significant difference was observed. Also, there was no significant difference in school effectiveness in India and Iran but there was significant difference in the school effectiveness as per the perception of parents in India and Iran.

Attri (2013) studied teacher's participation in school administration: a study on gender difference. A sample of 200 (100 male and 100 female) secondary school trained graduate teachers from Kullu district of the H.P. state were selected. The study revealed that participation of male trained graduate teachers in communicating and controlling areas of school administration is higher as compare to female trained graduate teachers. Further, male and female trained graduate teachers are almost similar on their participation in planning, organizing and evaluation areas of school administration.

Badiei (2013) investigated whether or not teachers in India and Iran are different in classroom management styles, sense of efficacy and personality characteristics as measured within the framework of the five factor personality model. Statistically significant positive relationship was found between teachers' sense of efficacy and instructional management dimension of classroom management. No significant differences were revealed in teachers' sense of efficacy and their perception of newline classroom management when ordered by grade level taught, type of school, and class size. Gender and years of experience were predicting a significant amount of teacher efficacy including personal and general efficacy. Results indicated that classroom management styles could not be predicted from combination background variables taken together in Iran, while instructional management dimension of Attitudes and Be-

liefs on Classroom Control Inventory were significantly contributing to the prediction in India.

Goel (2013) examined teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health. The findings of the study revealed that majority of the teachers were found highly effective, nearly half of the teachers in the sample had high job satisfaction, majority of the teachers had high decisiveness, responsibility and hetero- sexuality personality, whereas majority of the teachers had less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self-concept personality, more than half of the teachers in the sample had low mental health and the findings also indicated that teacher effectiveness of female school teachers was significantly more as compared to male teachers and teacher effectiveness of urban school teachers was significantly more as compared to rural school teachers. Teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction.

Shalmani and Praveena (2013) examined the influence of gender and type of school on leadership behavior among school teachers. The first aim of this study was to examine the differences between men and women teachers with respect to their perceived leadership behavior, and the second aim was to examine the differences between private and government school teachers with respect to their perceived leadership behavior. The results revealed Male and female teachers scored equally on leadership behaviour. Further, school type had significant influence over leadership behaviour, where teachers working in private schools had higher leadership behaviour scores compared to teachers working in government schools.

Shalmani and Qadimi and Cherabin (2013) study, evaluate and contrasts the management and the job performance among school teachers in India. The methodology relies on the investigation of 437 primary school teachers selected from primary schools in Mysore city, India. The study focuses on the job performance difference between Government and Private schools. The results revealed that private school teachers significantly scored high on job performance than government school teachers.

Vishalakshi (2013) analyzes the level of Teacher Effectiveness, Emotional Intelligence and Self-esteem of secondary school teachers, and the relationship among these variables. It also studies the difference between Male and Female Secondary School Teachers and among Teachers of different Age groups, Qualifications and Teaching Experience in their level on the above said variables. The findings revealed that (i) Male and Female Secondary School Teachers of different Age groups, Qualifications and Teaching Experience do not differ in their level of Teacher Effectiveness. (ii) There is significant difference between Male and Female Secondary School Teachers in Emotional Intelligence and Self Esteem. (iii) Teachers of different age group and teaching experience differed in Emotional Intelligence, not in Self-Esteem whereas Teachers of different qualifications did not differ both in Emotional Intelligence and Self-Esteem.

Hema (2014) studied 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. 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 student's academic performance

Mehta (2015) in his study of teacher's participation in decision making: gender specific roles, collected data from 281 university teachers through self-developed decisional participation scale. Findings reveal teachers' deprivation state in different decision situations of all the domains, but no significant difference was found in decisional participation of teachers regarding their gender. Findings show that both male and female teachers have highest participation in Institutional domain decisions

Quari Ph & Bhat Ph (2015) study was designed to compare government and private secondary school teachers on teaching competency and personality adjustment. The main objective of the investigation was to know the personality adjustment and teaching competences of Government and private Secondary School Teachers of Dis-

trict Srinagar, Kashmir. The major findings of the study depicts that there is significant difference between Private and Govt. Secondary School Teachers on their personality adjustment and significant difference was found between Private and Govt. Secondary school teachers on their teaching competency.

Sehgal (2015) study the direction to help schools and teachers understand which factors make teachers more effective and how teachers 'self-efficacy can be enhanced in order to make their teaching more effective. Positive association between teacher self-efficacy and teacher effectiveness has been confirmed by the results from data analysis. Collaboration and principal leadership have been found to be positively associated with teacher self-efficacy. Agreeableness and conscientiousness have been found to moderate the relationship between collaboration and teacher self-efficacy, whereas agreeableness and emotional stability have been found to moderate the relationship between principal leadership and teacher self-efficacy. These results indicate that collaboration and principal leadership play an important role in shaping teacher self-efficacy, and teachers who are high on self-efficacy are more effective in terms of teaching. However, the personality of the teachers affects these relationships. Teachers who are high on agreeableness, collaborate more and are able to more effectively utilize the support coming from principal, which strengthens their self-efficacy more, as compared to those who are low on agreeableness. Similarly, for teachers who are high on conscientiousness, the relationship between collaboration and teacher self-efficacy is stronger as compared to those who are low on conscientiousness. The relationship between principal leadership and teacher self-efficacy is stronger for teachers who are high on emotional stability, than those who are low on the same. Thus, these results indicate that personality traits like agreeableness, emotional stability and conscientiousness are important for teachers.

Sharma and Godiyal (2015) study tries to find out the adjustment levels of the private and government schools male and female teachers. And found that though the government and private school teacher are at the same level of adjustment, the female teachers are better adjusted.

Kottennavar (2016) investigate the relationship between teacher's participation in school administration and attitude towards teaching profession of secondary school

teachers working in different secondary schools of Belagavi district in Karnataka. The results of the study reveals that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of male and female, rural and urban, government and private, graduate and post graduate and arts and science teachers working in the secondary schools. Further, it shows that the mean scores of teachers' participation in school administration is more than the attitude towards teaching profession of secondary school teachers

2.2.0 STUDIES DONE ABROAD:

Ho (1987) studied the expectations of teachers and principals concerning school administration in a sample of Catholic Schools in Hong Kong. The findings show that the expectations from principals and teachers are shared generally with only some minor discrepancies. Teachers and Principals alike expect teachers to participate more in tasks rather than relationships of the items of managerial functions concerned. Only the rank of the teachers shows remarkable differences in expectations in School administration. Difference in gender and availability of time are not found to be important variables for participation in school administration. Cultural differences are inferred for the explanation of contradictions to similar studies outside Hong Kong. Decision equilibrium does not show relationship with perceived organisational effectiveness in this study.

Lee, Smith and Madalyn (1993) study explores teachers' perceptions of their own power at the personal, interpersonal, and organizational levels of their schools. It investigates how the interaction between principal and teacher gender affects high school teachers' evaluations of the principal's leadership, as well as how it influences subsequent evaluations of their own power. A strong pattern of results shows that while female teachers feel empowered when working in schools headed by female principals, male teachers consider themselves less powerful in those circumstances. The interaction between teachers' and principals' gender contributes to understanding the persistent underrepresentation of women in the high school principalship.

Taylor and Bogotch (1994) present's findings from a study of teachers' participation in decision making. Data gathered from a large metropolitan district involved

in restructuring are analyzed to isolate dimensions of participation and to explore linkages between these dimensions and several outcome variables. Results indicate that participation did not improve outcomes for teachers or students and that teachers did not feel sufficiently involved in decision making was sufficient despite working in a reform district. These findings suggest that restructuring models must be re-examined to identify and remedy obstacles that inhibit the success of reform efforts.

Mosoge (1996) investigate the nature, extent and forms of teacher participation in school management. A major finding emanating from the research was that while principals and teachers differed in their perceptions on what is and ought to be the extent of teacher participation, both agreed that teachers were deprived of participation in all management activities especially with regard to planning activities. A model, based on a developmental Change strategy, was proposed to guide implementation of teacher participation. The bottom line recommendation was that in terms of participation, school management should be a proactive, synergistic and empathic teamwork between principals and teachers.

Markos (1997) investigated the relationship between nine possible administrative areas for teachers' involvement, and the degree of present and desired participation on 35 item decisional statements, plus school administrators' practice for encouraging participative management in schools. The major findings were (i) respondents desire significantly greater participation than they actually experienced at all school administrative areas, (ii) females actually experienced and desire more participation at the instruction or classroom level than males, who actually experienced and desire more participation at planning, school policy making as well as physical resource allocation and utilization, (iii) teaching experience was not identified as an accurate indicator of participation, (iv) academic qualification did not produce conclusive results, and (v) school administrators' practice for encouraging teachers' participation was found to be unsatisfactory.

Pol and Rabusicova (1997) study focused on teacher participation in decision making, part of a larger study that looked at management styles in Czech basic schools. Findings from the study correspond to those from more extensive studies in the field. They indicate that Czech teachers cannot be generally regarded as the ones

"interested only in their direct work in the classrooms." Quite often they declare their interest in participation in some whole-school issues, and in issues directly related to education and schooling work. However, quite often, the decision-making process is more on the operational level than on a strategic one. Results also suggest that teachers' participation at the decision-making level does not guarantee better work in the school

Ramachandran (2000) identified the current and desired levels of participation in decision making in five categories of decisional situations, which are curriculum and instructions, student-related issues, managing colleagues, school policy and planning and school fund, of primary and secondary school teachers and also teachers with different years of experience in Batu Pahat district schools in Johore. The findings of this study show that the current participation of primary school teachers is greater than the secondary school teachers in all the five decisional situations studied. The primary school teachers desire more participation than secondary school teachers in four decisional situations except in deciding school fund. Teachers with more than 10 years experience have the highest current participation in curriculum and instructions, managing colleagues and school fund. 'Teachers with less than 1 year experience have the highest current participation in student-related issues and school policy and planning. Teachers with less than 1 year experience desire the highest participation in student-related issues and school policy and planning. Teachers with 5 - 9 years experience has the highest desire for curriculum and instructions and school fund whereas teachers with more than 10 years experience has the highest desire in managing colleagues.

Keung (2002) in his study throws light on the relationship of teachers' perceptions on the management practices of their schools and their perceptions on their participation in decision making. Teachers' involvement in decision making was significantly related to their perceptions of bureaucratic control, collaboration, professional autonomy and shared vision. It was possible to predict participation in different decision domains from teachers' perceptions of different management practices. The research identifies the decision domains within which teachers were involved in decision making and finds that both overall and within each of these domains the status quo is one of decision deprivation in which teachers perceptions of their actual in-

volvement in decision making is consistently and significantly lower than their desired participation. The findings also suggest that higher job satisfaction and higher teaching commitment are correlated with greater participation by teachers in decision making in all four decision domains. On the other hand, although higher workload was correlated with high participation in the instructional decision domain, workload bore little relationship to the other decision domains

Mulford, Kendall and Kendall (2004) explore the relationship between teacher's perceptions of administrative practice in high schools and student's perceptions of the school, teachers and their own performance. It was found that where decision making is perceived by teachers as collegial, collaborative, co-operative and consultative and providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers, as well as perceptions about relationships and their own performance, than where decision making is more top-down, executive or does not foster widespread involvement. Reinforcing these findings it was found that where teachers identify the main sources of stress in their schools as lack of support from management, poor leadership and ineffective decision-making processes, students are much less favourably disposed towards their teachers or their own engagement and performance. Previously reported results have shown that such inclusive decision-making practices may not be widespread in high schools

Crossman. (2006). examined job satisfaction among secondary school teachers in different types of secondary schools. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

Hussain (2008) study was to explore the impact of type of school on the achievement of students in Biology at secondary level in Khanewal district. It was found through the study that on the whole, statistically the achievement of English medium students was better than that of Urdu medium students in the subject of Biology. This study also revealed that achievement of all female students was better than

that of all male students and achievement of English medium males was quite negligible as compared to Urdu medium females despite the better mean score of the former. The achievement of the Urdu medium female students was better than the achievement of the Urdu medium males. The achievement of the female students as compared to male students in English Medium was quite insignificant despite the better mean score of the former.

Koç, Yazicioğl and Hatipoğlu (2009) *study* identifies the effects of job satisfaction and dissatisfaction on the performance of employees. Therefore, a field study was conducted on 432 teachers using a questionnaire form. Data obtained were analyzed through Correlation, t-test and ANOVA, and interpreted. The result of the study shows that there is a strong relationship between job satisfaction and employee performance.

Mualuko, Mukasa and Achoka (2009) study was designed to investigate the extent to which teachers were involved in decision making in comparison to their desired extent of 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 improve on the quality of decisions and boost their morale in their performance of duty

Adegoke (2010) in his study on Influence of teachers' participation in decision making on job productivity in secondary schools collected a sample comprised of 96 teachers and principals of six senior secondary schools in Mainland Local Government area of Lagos State. Three null hypotheses were tested in the study which revealed that teachers' participation in school decision making has significant relationship on their job productivity; principals' leadership styles have significant relationship on teachers' involvement in school decision-making, management effectiveness has significant influence on job productivity in schools. Based on the findings, some recommendations were made to the principals to encourage teachers to participate in important school discussions that will motivate them to develop a sense of belongingness to the organizations and enhance their job productivity.

Moorosi (2010) reports on data from a larger scale study exploring female principals' experiences of their career route to the principalship of secondary schools in South Africa. To understand these experiences, the study used an analytical framework that identifies three phases principals go through on their career route, namely: anticipation, acquisition and performance. The framework suggests that women experience more obstacles than men on their career route and their experiences are influenced by personal, organisational and social factors. These factors manifest in social practices within and outside schools and affect women across the three phases of the career route. Central to these experiences, is the underlying male norm of who is more appropriate for secondary school principalship.

Adarayan (2011) study focused on the supervisory activities of elementary school heads from the selected schools of Pacific Area in the Division of Northern Samar. As regards the school heads' profile, a majority of them are female. Married school heads outnumbered the single ones. Most of them were mature, handling principal position and were graduates of the University of Eastern Philippines. On their educational attainment, majority of them were master's degree holder but most of them have 1-5 years of experience. A majority got very satisfactory rating and were supervising 25-44 teachers. In terms of the level of implementation of supervisory activities, a majority of them had very high level of implementation. A majority of the teacher-respondents considered the problems met to be less serious as regards the level of implementation of supervisory activities. Significant relationship was found out between sex, age, position, institution graduated from, highest educational attainment, performance rating and the level of implementation of supervisory activities. In contrast, civil status, number of years as school heads, number of teachers supervised was found to be not significant.

Ali (2011) explores job satisfaction of secondary school teachers working in the secondary schools at district Sahiwal, the Punjab, Pakistan. The findings show that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female secondary school

teachers. However no significant difference was found between the job satisfaction of urban and rural teachers. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers.

Duze (2011) investigated students' and teachers' participation in decision-making in secondary schools and the consequent impact on their attitude to school work and school internal discipline in Nigeria. This was necessitated by the observed frequent breakdown of law and order in secondary schools alleged to be related to certain decisions taken without their inputs, usually forcing schools to be closed down for long periods thereby introducing serious wastages in the educational system. Results showed that students and teachers, irrespective of sex, indicated alike a low level of participation in administrative creative decisions which influenced their attitude to school work and school internal discipline. Furthermore, low level of participation was found to have significant unwholesome impact on their attitude to school work and the school internal discipline thus undermining accomplishment of set instructional objectives/educational goals. It was therefore recommended that all school administrators in Nigeria should wisely adopt participatory decision-making for optimal goal attainment.

Gülcan (2011) study, teacher and administrator views in terms of 'to what extent school administrators implement democratic and participative management approach at school'. Among the 388 people who were asked about their opinions, administrators and teachers presented different views on participative management approach at schools. Depending on the results based on findings of the study, it is pointed out that schools should be managed in a more democratic and participative management.

Kipkoech and Chesire (2011) assessed the teachers' involvement in managerial decision making in secondary schools within Keiyo district. The specific objectives were to: determine areas in which teachers are involved in decision making in secondary schools, establish levels of teachers' involvements in decision making in secondary schools. Findings indicate that teachers in secondary schools are involved in managerial decisions but at lower levels. The study recommends that head teachers evaluate and identify teachers' needs on managerial decisions in order to facilitate further training on the same. This in turn would encourage teachers' participation and

enhance team spirit in decision making that would result in efficiency in management of secondary schools.

Mahmood, Nudrat, Asdaque, Nawaz, and Haider (2011) investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers' job satisfaction.

Menon and Reppa (2011) investigate the association between individual characteristics and teacher's job satisfaction in secondary education in Cyprus. It focuses on two individual characteristics commonly linked to job satisfaction in the literature, namely, gender and years of experience. Experienced teachers report significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). The differences between men and women are not significant on all dimensions of job satisfaction, pointing to the absence of a link between gender and job satisfaction.

Mohamed (2011) present clear evidence that teacher input has a tremendous impact on students' academic achievement and the overall school environment as well. The teacher is one of the most important factors that directly impact the quality of education in a school and the school's progress. The research asserts that the teachers' performance is directly proportional to the school performance and the results proved that involving teachers in school decision-making processes has a positive, lasting impact on school performance

Olrunsola and Olayemi (2011) conducted a study on Teachers participation in decision making process in secondary schools in Ekiti State, Nigeria. An instrument titled teachers decision making questionnaire (TDMQ) was used to collect the data. It was found that secondary school teachers in Ekiti State are significantly involved in decison 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.

Pilarta (2011) study assesses the status of public secondary schools in Abra during the school year 2009-2010. The assessment was focused on the relationship between administrators' and teachers'- related variable, school-related variables and school performances. The administrators in the public secondary schools in Abra had a "very satisfactory" performance. They were "competent" in their supervisory work, development and implementation of educational programs, curriculum and staff development. They were "very good" in administrative management, had "good" leadership in research and in evaluating the performance of the school as well as its staff. Likewise, the teachers were doing their part in the transfer of learning. They were "highly competent" in lesson planning and delivery, managing time and learning environment, assessing learning outcomes and improving students' achievement level. Moreover, the administrators' present position and administrative experience had a significant relationship with their overall performance. Furthermore, the adequacy of physical plant and facilities, instructional materials, and support services were associated with the performance of the administrators. Teachers' position, number of trainings attended and number of preparations, on the other hand, as well as the land area of the school, adequacy of instructional materials and physical plant and facilities were significantly related with overall performance. The administrators' performance also had a significant relationship with the performance of the school particularly repetition rate. Likewise, the teachers' performance was found out to have a significant relationship with the completion rate, repetition rate, and survival rate of the school. Similarly, administrators' and teachers' performance had a bearing on students' academic performance.

Altinkurt and Yilmaz (2012) examine the views of school administrators and teachers concerning female teachers who serve as school administrators. The results indicate that the biggest obstacles before women serving as school administrators are the patriarchic social structures and social prejudices concerning women's roles. Women's motherhood role, the household duties expected of women, the attitudes of their spouses, and sexist views prevalent in the society, such as "administrative roles are for men" seem to be prominent obstacles for women who want to serve as administrators. Suggestions made included positive discrimination for more female adminis-

trators in schools, educational activities to encourage women to seek administrative roles, use of economic sanctions for women willing to serve as administrators, and setting up nurseries in schools.

Jose (2012) study assessed and looked into the status of management functions of public secondary school principals in the Division of Romblon, specifically, in the areas of 1) planning; 2) budgeting; 3) organizing; 4) staffing; 5) leading; 6) motivating; 7) evaluating; and 8) rewarding. Likewise, it assessed and looked into the status of the following student services in the same locale; 1) medical-dental services; 2) school canteen services; 3) school safety and security services; 4) library services; 5) guidance and counseling services; 6) sports program; and 7) spiritual and outreach programs. Findings of the study revealed that the management functions of secondary school principals in the Division of Romblon have been generally perceived as very satisfactory with planning and rewarding as first and last respectively among those perceived by the respondents as very satisfactory. No significant difference in the perceptions of the four groups of respondents was found out in the areas planning, budgeting, organizing, staffing, motivating, evaluating and rewarding functions of principals; however, a significant difference was revealed in the area of leading functions. Moreover all variables in management functions have been found to be related with each other. On the other hand, the student services of the schools in the division of Romblon have been perceived by the respondents as being satisfactory with the sports program and library as the first and last respectively in the rank of satisfactory perception. No significant difference in the perceptions of the respondents on the status of medical-dental services, school canteen services, school safety and security services, library programs , sports program and spiritual and outreach and spiritual programs surfaced but a significant difference was revealed in guidance and counseling services. It was also found out that all the values on student services have been found to be related with each other.

Kariuki, Majau, Mungiria and Nkonge (2012) study sought to establish the roles of deputy head teachers, the challenges they face in school administration and the strategies they use to address them. The study established that deputy head teachers are faced with challenges as they perform their duties. These include lack of ade-

quate training, unclear guidelines on their specific roles in administration of the school, poor relationship with head teacher and teachers, and poor community relations resulting mainly from local politics. As a result deputy head teachers have adopted both professional and un-professional strategies to tackle the challenges they face. The Government should come up with clearly stated roles for deputy head teachers and facilitate their training on professional management skills after appointment. This will enable them to perform their duties with confidence.

Kiprop and Kandie (2012) study was to investigate teacher participation in decision making in secondary schools in Baringo district. The major findings of the study were that teachers were not involved in decision making as they desired; that most head teachers viewed participatory decision making negatively and indifferently; that teachers were willing to take part in decision making and that there are a combination of factors that hinder effective teacher participation in decision making.

Kwegyir-Aggrey and Yelkpieri (2012) study was conducted in ten (10) selected Junior High Schools in the Shama District in the Western Region of Ghana. It sought to find out the extent to which teachers were involved in school decision- making process. The study revealed that teacher participation in school decision- making was obstructed by poor communication system in the school, directive leadership style of head teachers, poor human relations between and among school personnel, leading to poor teaching and learning outcomes. The study recommended that social relations in the school must be informed by a high level of professionalism, objectivity, transparency and diplomacy. School decision making must be grounded on consensus building, shared leadership and shared accountability.

Omobude and Igbudu (2012) investigated the influence of teachers' participation in Decision Making on their job performances in secondary schools in Oredo Local Government Area. The study revealed that teachers in private secondary schools participate more in decision making than teachers in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching staff. The study also revealed that participation in decision making can influence performance as teachers who participate in decision

making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as they are allowed equal participatory opportunities in decision making. To this end, it is therefore recommended by the researchers that all categories of staff should be encouraged to have a say in school governance. The Ministry of Education should device a means to encourage staff in public schools to participate in decisions that affect the school.

Samkange (2012) undertaken the topic; Teacher involvement in decision making: A case for school administration and management in Zimbabwe. The results of the study show that while teachers were happy with their involvement in decision making in such areas as co-curricular, lesson planning, preparation and presentation, syllabus interpretation and organizing school functions, the same cannot be said about their involvement in such areas as finance, supervision, resource allocation and conflict management. At the same time, school heads were reluctant to involve teachers in decision making in such areas as finance, teacher supervision, resource allocation and conflict management. A plethora of issues emerged from the study. These include the leadership styles, motivational management style and supervision models used in some Zimbabwean schools today. The study recommends that the conflicting perceptions on school administration and management could be resolved by holding seminars for both school heads and teachers. Furthermore, school administration and management should become major components of the teacher-training programmes at colleges to prepare school heads and teachers for their changing roles in a democracy.

Ünal and Ünal (2012) provided a basis for answering the following essential question: Does the years of experience affect teachers' classroom management approaches? .The findings of this study demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions. Investigating the previous studies, researchers were able to discover that there is certain path teachers follow through their career. While pre-service teachers prefer non-interventionism (minimum teacher control), they support interactionism (shared control) during internship and early career years, and finally they prefer to choose complete teacher control when they become experienced teachers.

Wadesango (2012) examined the influence of teacher participation in decision-making on their morale in Zimbabwean schools. Data were collected from 5 secondary schools in the Gweru Education District of Zimbabwe. The population sample comprised of 5 secondary school heads and 20 secondary school teachers who were purposefully selected. In order to get an in-depth of the analysis of the shared decision-making concept, a series of interviews were conducted over a period of two months. To get further insights in the teacher participation in the decision- making processes in schools, the author observed two staff meetings at each school under study. The study established that insignificant teacher participation in critical school issues result in low staff morale and this culminate in stressful school governance. The study recommends teacher empowerment in decision- making

Agebure (2013) study was to find out the state of teachers' involvement in decision-making in public senior secondary schools in the Bolgatanga Municipality of Ghana. The study found that teachers were most often in consultative decision making with their school heads. Also, the teachers were found involved in decision-making involving curriculum and instructional activities, school operations, and decisions that promoted school-community relationship. However, they were not involved in decision-making on student admission and placement, staffing, and financial matters. Moreover, teachers were involved in school decision-making via delegation, school meeting, school Board of Governors, and school committee system. This involvement was mainly influenced by factors such as the need for belongingness, the need to work to meet job standards, the need to acquire knowledge, the acceptance of one's job as a central part of one's life, and the need to try new teaching methods and acquaint oneself with the use of new equipment.

Chelang'a (2013) investigates the factors affecting women teachers' participation in leadership positions in Marakwet west District secondary schools. The specific objectives of this study were to find out how educational training of women teachers' affect their participation in leadership positions, to establish the effects of culture, to determine the extent to which community's perception towards women affect their participation in leadership positions and to examine how government policy on affirmative action affects women teachers' participation in leadership position in Kenyan

secondary schools. Findings shows that education and training, community perceptions and cultural beliefs all contribute to low participation of women in school management and leadership opportunities. Sensitization and providing education opportunities for women to develop key leadership skills is important in enhancing participation of women in school management. The research finding will be significant to advice policy makers and stakeholders of education at various levels of society on strategies to empower women to actively participate in leadership activities.

Donaldson (2013) study how principals hire, assign, evaluate, and provide growth opportunities to teachers are likely to have major ramifications for teacher effectiveness and student learning. It was found that Principals encountered barriers to cultivating teacher effectiveness that were economic, contractual, cultural, and interpersonal. Principals with more professional development regarding how to improve teachers' instruction and principals of schools that were elementary, smaller, and in State A reported fewer barriers and more opportunities to developing human capital. It was recomm*ended* for policymakers to include creating incentives to draw teachers to urban and rural schools and curtailing teacher assignments that prioritize seniority. Implications for practitioners include efforts to shift the culture of schools to support principals in providing accurate and frank feedback on instruction.

Malik (2013) study was to establish whether some selected factors are determinants of principals' leadership effectiveness in Punjab. The study examined the influence of school climate, principals' job satisfaction, position powers, leadership style, management skills and personality traits (taken as determinants) on their effectiveness. The findings revealed that the principal effectiveness is of moderate level in Punjab. All of the selected factors are positively correlated with principal effectiveness. Personality traits is the strongest predictor (37% of the variance) of the leadership effectiveness followed by leadership style, job satisfaction, position powers, conflict management skills and school climate with significant predictive powers. The combined influence of all the six factors taken together accounted for 66% of the total variance in principals' leadership effectiveness. It implies that a school principal working in supportive climate, enjoying job satisfaction & position powers, showing

an acceptable leadership style and enriched with management skills & personal traits is more effective.

Mosheti (2013) in his study on Teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana found that Teacher's participation is high in decision-making when guiding students in their academic progress and future career choice, but less participation in decision-making on development/operation of the school budget, matters of school governance, and school personnel issues. Teachers reported moderate satisfaction with their overall career as a teacher, their contribution to student success, assistance to students, but less satisfaction with income, opportunity for promotion, and career advancement. On the degree of commitment to teaching, they reported high commitment to the success of students, to the teaching profession, to continuing to seek professional development, and a willingness to do more than is expected to help the school

Sarafidou and Chatziioannidis (2013) studied Teacher participation in decision making and its impact on school and teachers. They found that The multidimensional approach to measuring teacher participation in decision making revealed quite high actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions. The discrepancy between the actual and desired levels of participation showed significant deprivation across all decision-making domains. Greater participation in decisions concerning teacher issues and lower levels of deprivation of participating in managerial issues were associated with teachers' perceptions of better leadership and higher collegiality in schools. The strongest predictor of both teachers' sense of efficacy and job satisfaction was their participation in decisions concerning teacher issues.

Argyriou and Iordanidis (2014) investigated the importance of school headmasters attach to a number of activities associated with the effective performance of their duties. This recording aims to examine the potential of these school headmasters to exercise their role and work within the highly bureaucratic and hierarchical Greek educational system. The study found that the headmasters consider activities concerning their bureaucratic/conductive role as well as their leading behaviour as "very important" at very high percentages (over 70.0%). However, tasks involving them in

administrative issues are, according to them, "less" up to "least important" so that their role is effectively fulfilled. Statistically significant diversifications have been observed in certain activities associated with the efficient performance of their duties in relation to their gender, years of experience in leadership position, and the size of the school unit.

Brown and Owusu (2014) studied on Influence of Head Teachers' Management Styles on Teacher Motivation in Selected Senior High Schools in the Sunyani Municipality of Ghana. The study, among other things, revealed that most teachers see their heads as bosses and not as friends. Again, it was revealed that though teachers were involved in decision making, the actual setting of objectives for a school were left in the hands of the heads and the school management team. It was therefore recommended for head teachers to adopt the Management by Walking About and Management by Objective so as to get closer to their teachers in the running of schools.

Gemechu (2014) investigate the practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. The study revealed that teachers' involvement in all areas of school decision-making of secondary schools in general was unsatisfactory; and they participated most in issues related to student disciplinary problems and least in school building. School leaders /Principals' and PTA practices/ in encouraging teachers' involvement in school decision-making was found to be ineffective. Absence of participatory and democratic school leadership, lack of trust between teachers and principals, lack of training and support, and absence of financial incentives were some of the factors that were found to have impeded teachers' involvement in school decision-making It was thus concluded that teachers role in school decision-making not have been given due emphases in this study.

Gobena (2014) study was to assess the major factors that affect female teacher' participation in primary school leadership in Jimma Town. The findings of the study revealed; higher officials make gender bias while selecting school leader; lack of special support to females to win competition for leadership position in the education system of the town; they were strong in making decision; females participated less as both heads and deputy head teachers: females have capability to lead primary school; men consider women as their equal counterparts; females assume that they will not be

successful in leading school; females do not have plan and set their promotion goals to be school leader. Some of the challenges which could hinder women representation in educational leadership were for instance, pressure of home responsibilities, men dominance of management position, unclear promotion procedures. The study recommended providing training for women(Mentoring), gender awareness campaign, gender fairness in school leadership position, fighting traditions that hinder the progress of women, ,discourage societal discrimination, change family traditional structure(societal support), sensitize society to accept women leadership, women should be self-confident, women's self -motivation.

Göksoy (2014) conducting a study on Participation of Teachers in School Administration and Their Organizational Citizenship Behaviors. Data showed that compared to female teachers'' views, male teachers' views were higher in terms of participation in school administration. As teachers' get older, they believed that they had more voice in school administration and they played more important roles. Compared to teachers' with other levels of education (university graduation) teachers' with higher levels of education (such as the teachers' with masters degrees) believed they participated more in school administration. Female teachers' compared to male teachers' and teachers' with masters degrees compared to graduates of 2 or 3-year colleges and 4-year faculties stated that they voluntarily participated in organizational activities in addition to the specified roles and responsibilities and they had more devotion. Investigation of the relationship between levels of participation in school administration and organizational citizenship behaviors showed increases in organizational citizenship behaviors along with increases in participation in school administration levels and decreases in organizational citizenship behaviors along with decreases in participation in school administration levels

Smylie (2014) explores the organizational and psychological antecedents to teachers' willingness to participate in personnel, curriculum and instruction, staff development, and general administrative decisions. Findings reveal that teachers vary in their willingness to participate in different decisions and that teacher-principal working relationships exert the greatest significant influence on willingness to participate

across decision areas. Findings also suggest that willingness to participate may turn on reconciling competing professional beliefs and working relationships.

Kumbi (2015) study was to assess the practices of teachers' participation in school decision-making in secondary schools of Arsi Zone. The findings revealed that teachers' level of participation in decision making was not to the needed standards. They participated most in issues related to curriculum and instruction, and participated least in budget and income generation. School leaders' (Principals, department heads, and unit leaders) practices in encouraging teachers' involvement in school decision-making were found to be ineffective. Absence of participatory school leadership, lack of trust between teachers and principals, lack of training and support, lack of commitment, and absence of motivation were some of the factors that were found to have impeded teachers' participation in school decision-making. These likely affect the overall activities of school in general and teachers' participation in school decision making process in particular. It was thus concluded that due concern was not given to teachers role in school decision-making in this study. Finally, it was recommended that woreda education offices should facilitate condition in which trained principals in school administrative will be assigned who can empower teachers to participate in school decision making processes

Conclusions:

An exhaustive examination of various books, journals, research papers and educational reviews from the internet as well as from different libraries have resulted in the accumulation of a certain amount of literature in connection with the topic being researched.

The above reviews reveal that a number of research have been conducted on studies related to teachers participation in school management in other states of India as well as all over the globe. However, no studies have been found by the investigator, who has undertaken studies in the state of Mizoram.

The present research is undertaken while keeping the above consideration in view. In order to study teachers participation, the investigator has adapted 'teachers par-

ticipation in school administration scale (TPSAS)' developed by Dr.Hasseen Taj in 2000. The investigator has also constructed an opinionnaire to study the opinion of teachers on issues relating to school management. It is envisaged that the study will throw light on the importance of teacher's participation in school management. It is hoped that the present investigation will help the policy makers and school administrators to increase the extent to which they involve teachers in school administration to improve the quality of their participation and boost their morale in their performance of duty.

CHAPTER-3

METHODOLOGY

CHAPTER 3

METHODOLOGY

All those methods which are used by the researcher during the course of his research problem are termed as research methods. Methodology occupies an important place in any type of research, revealing the outlines the investigator must follow during the research period. The design of the present study is systematically presented as follows:

1. Research Design.
2. Population and Sample.
3. Tools employed for Data Collection.
4. Administration of Tools and Collection of Data.
5. Tabulation of Data.
6. Statistical Techniques for Analysis of Data

3.1.0 Research design:

A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). It can provide information about the naturally occurring behaviour, attitudes, health status or other characteristics of a particular group. The present study belong to the category of ''descriptive research'' with a combined distinctiveness of inter group comparison.

Since the main objective is to find and compare the participation of secondary school teachers in school management with respect to their gender and type of school management, and to study the opinion of teachers with respect to their participation in school management, the underlying comparative status survey design was employed in the present investigation

3.1.1 Population and sample

The population of the present study includes all government and non-government secondary school teachers in Aizawl City. Altogether there are 1062 teachers with 403 teachers from government and 659 teachers from non government (aided and unaided) schools. Out of these there are 634 male teachers and 428 female

teachers. There are 222 male teachers and 181 female teachers from government and 412 male teachers and 247 female teachers from non-government (aided and unaided) schools. The following table no 3.1, 3.2 and 3.3 shows the number of government managed high school teachers in Aizawl city, number of aided (non-government) school teachers in Aizawl city and number of unaided (non-government) school teachers in Aizawl city.

Table No - 3.1

Number of Teachers in Fully Government Manage High Schools in Aizawl City

Sln	School	Village	Male	Female	Total
1	Kendriya Vidhyalaya Hs Section	Thuampui	5	5	10
2	Govt. Aizawl East High School	Armed Veng	6	3	9
3	Govt. Aizawl High School	Republic	6	4	10
4	Govt. Bawngkawn High School	Bawngkawn	7	3	10
5	Govt. Bethlehem Vengthlang High School	Bethlehem Vengthlang	7	4	11
6	Govt. Bungkawn High School	Bungkawn	5	8	13
7	Govt. Central High School	College Veng	9	4	13
8	Govt. Ch. Chhunga High School	Luangmual	6	3	9
9	Govt. Chaltlang High School	Chaltlang	9	11	20
10	Govt. Chawnpui High School	Chawnpui	5	3	8
11	Govt. Comprehensive Model High School	Mission Veng	5	6	11
12	Govt. Dinthar High School	Dinthar	8	4	12
13	Govt. Durtlang High School	Durtlang	6	3	9
14	Govt. Gorkha High School	Khatla	7	2	9
15	Govt. Hlimen High School	Hlimen	4	4	8
16	Govt. Hrangchhuana High School	Ramhlun North	7	6	13
17	Govt. Hrangchhunga High School	Salem	6	3	9
18	Govt. JL High School	Khatla	8	11	19
19	Govt. K.M High School	Dawrpui Vengthar	5	11	16
20	Govt. Kulikawn High School	Kulikawn	7	1	8
21	Govt. KVM High School	Chhinga Veng	7	6	13
22	Govt. Mamawii High School	Mission Veng	9	7	16
23	Govt. Maubawk High School	Maubawk	6	2	8
24	Govt. Mice High School	Venghlui	5	9	14
25	Govt. Mizo High School	Zarkawt	15	17	32
26	Govt. Piaghleia High School	Electric	4	7	11
27	Govt. RM High School	Tuikual North	4	6	10

28	Govt. Republic High School	Ramthar	13	10	23
29	Govt. Sakawrtuichhun High School	Sakawrtuichhun	4	4	8
30	Govt. Sihphir High School	Sihphir	7	2	9
31	Govt. Tanhril High School	Tanhril	6	2	8
32	Govt. Tinzagina High School	Durtlang	6	4	10
33	Govt. Zemabawk High School	Zemabawk	8	6	14
Total			**222**	**181**	**403**

Table No - 3.2

Number of Teachers in Aided Schools (Non-government) in Aizawl City

Sln.	School	Village	Male	Female	Total
1	Helen Lowry Higher Secondary School	Vaivakawn	11	7	18
2	Modern English School	Dawrpui	7	5	12
3	P.G High School	Tuikhuahtlang	5	3	8
4	St. Pauls Higher Secondary School	Tlangnuam	11	12	23
5	Synod High School	Mission Vengthlang	12	9	21
6	Aizawl North High School	Chaltlang	5	3	8
7	Chanmari West High School	Chanmari West	6	2	8
8	Chawlhhmun High School	Chawlhhmun	5	3	8
9	ITI Veng High School	ITI	5	3	8
10	Muthi High School	Muthi	5	3	8
11	Ramhlun South High School	Ramhlun South	2	6	8
12	Ramhlun Vengthar High School	Ramhlun Vengthar	4	4	8
13	Residential High School For Under Privilege Children	Luangmual	6	2	8
14	Sihphir Venghlun High Shool	Sihphir Venghlun	5	4	9
15	Tej Singh Gorkha High School	Bawngkawn	5	3	8
16	Tuikual South High School	Tuikual South	5	3	8
17	Vaivakawn High School	Vaivakawn	4	4	8
18	Zemabawk North High School	Zemabawk 'N'	3	6	9
19	Zotlang High School	Zotlang	2	6	8
20	Zuagtui High School	Zuangtui	4	4	8
21	Kanan High School	Kanan	4	2	6
Total			**116**	**94**	**210**

Table No - 3.3

Number of Teachers in Unaided Schools (Non-Government) in Aizawl City

Sln	School	Village	Male	Female	Total
1	Agathos Higher Secondary School	Nursery	4	2	6
2	Angels Of God	Zotlang	9	0	9
3	Blue Star Academy	Bawngkawn Chhimveng	4	1	5
4	Brighter Higher Secondary School	Upper Republic	6	2	8
5	Calvary Comprehensive School	Muanna Veng	2	4	6
6	Calvin Higher Secondary School	Kulikawn	2	1	3
7	Centenary School	Dawrpui	4	4	8
8	Children Guiding School	Dawrpui	3	2	5
9	City English Academy	Sihphir	3	3	6
10	Divine Intervention School	Luangmual	5	5	10
11	Ebenezer Boarding School	Zemabawk	3	4	7
12	Emmanuel English Medium School	Durtlang Leitan	5	1	6
13	Eton English School	Electric	3	2	5
14	Fair Heaven Higher Secondary School	Bawngkawn	5	0	5
15	Faith Academy	Zonuam	4	1	5
16	Ferrando School	Zemabawk	2	2	4
17	Good Shepherd School	Chhinga Veng	3	2	5
18	Goodwill Foundation School	Mission Veng	1	2	3
19	Greenland Higher Secondary School	Chaltlang	5	2	7
20	Healnet Academy	Bawngkawn	4	0	4
21	Hermon School	Dinthar	6	1	7
22	Highlander Higher Secondary School	Tuikhuahtlang	4	1	5
23	Holy Angels School	Sihphir	2	1	3
24	Holy Child School	Ramhlun North	3	3	6
25	Holy Trinity School	ITI	4	4	8
26	Home Mission School	Zarkawt	13	3	16
27	K.V. Multipurpose School	Durtlang	5	2	7
28	Little Kingdom	Chhinga Veng	3	4	7
29	Living Water School	Mission Vengthlang	7	1	8
30	Love Academy High School	Ramhlun North	2	5	7
31	LR Higher Secondary School	Khatla	1	2	3
32	Montfort School	Ramhlun North	4	3	7
33	Moriah Blind School Hs	Luagmual	1	1	2
34	Mt. Carmel School	Chaltlang	13	4	17

35	Nazareth English School	Chhinga Veng	7	3	10
36	Neuhof English Medium School	Chanmari	4	4	8
37	New Age Academy	Vaivakawn	2	4	6
38	New Found Land School	Chaltlang	3	0	3
39	New Horizon School Of Education	Chanmari West	7	1	8
40	North Star High School	Bawngkawn	4	0	4
41	Oasis School	Tuikual North	1	1	2
42	Omega Public School	Maubawk	4	1	5
43	Oriental High School	ITI	4	0	4
44	Oxford High School	Electric	2	2	4
45	Pathway High School	Durtlang	3	2	5
46	Pine Mount Higher Secondary School	Tuikual South	2	1	3
47	Pioneer Missionary School	Zarkawt	3	5	8
48	Presbyterian English School, Ramthar	Ramthar	6	3	9
49	Providence School	Zarkawt	7	3	10
50	R.S School Of Learning	Tanhril	3	3	6
51	Rev. Saiaithanga Memorial School	College Veng	3	3	6
52	Rosebud School	Ramhlun Venglai	4	4	8
53	Royal English Academy	Chanmari	5	2	7
54	Royal Standard High School	Bungkawn	4	2	6
55	S.K. Memorial School	Sihphir	4	2	6
56	Saviour High School	Khatla	4	3	7
57	Siloam English School	Bawngkawn	3	4	7
58	Solomons High School	Kulikawn	5	2	7
59	Special Blind School Hs	Durtlang	1	0	1
60	Springdale School	Chanmari West	3	4	7
61	Springfield English Secondary School	Republic	4	1	5
62	St Salvius School	Vaivakawn	2	4	6
63	St. James School	Chawlhmun	4	4	8
64	St. Joseph Higher Secondary School	Ramhlun North	7	1	8
65	St. Lawrence School	Ramthar	6	4	10
66	Staines Memorial School	Chanmari	4	2	6
67	Tiny Tots School, Hs Section	Tuikhuahtlang	3	0	3
68	Tons Memento School	Bawngkawn	5	0	5
69	Vincent School	Bawngkawn	6	2	8
70	Z.N. English Medium School	Bawngkawn	5	1	6
71	Zabanga High School	Aizawl Venglai	7	0	7
Total			**296**	**153**	**449**

For the present study, the samples selected consisted of 120 secondary school teachers in Aizawl from different schools i.e. 6 (six) from government managed schools and 7 (seven) from non government managed schools. There were 60 teachers, consisting of 30 males and 30 females selected from government schools and another 60 teachers, comprising of 30 males and 30 females selected from non government schools. The strength of teachers in each school is different, so the numbers of teachers selected for the samples from each school were also different. The following table no 3.4 and 3.5 shows the details of samples selected from govt. schools and non govt. schools.

Table No - 3.4

Details of samples selected from govt managed schools

Slno	School	Male	Female	Total
1	Govt. Mizo High School	7	7	14
2	Govt. Hrangchhuana High School	6	6	12
3	Govt. Republic High School	6	5	11
4	Govt. Chaltlang High School	5	6	11
5	Govt. Pianghleia High School	2	2	4
6	Govt. RM High School	4	4	8
	Total	**30**	**30**	**60**

Table No - 3.5

Details of samples selected from non govt schools

Sln	School	Male	Female	Total
1	St. Pauls Higher Secondary School	10	21	31
2	Greenland Higher Secondary School	4	0	4
3	Eton English School	4	1	5
4	Goodwill Foundation School	3	1	4
5	Pine Mount Higher Secondary School	3	3	6
6	Montfort School	2	2	4
7	Vaivakawn High School	4	2	6
	Total	**30**	**30**	**60**

3.1.2 Tools employed for data collection:

The data relating to the participation of teachers in school management was collected by using an adaptation of 'teachers participation in school administration scale (TPSAS)' developed by Dr.Hasseen Taj in 2000. The adaptation of the scale was

validated by five (5) experts in the subject. The scale consists of 27 items categorized under different areas such as: planning (5 items); organizing (6 items); communicating (7 items); controlling (5 items) and evaluating (4 items). These five areas adequately cover the teacher's participation in school administration and also possess the adequate conceptual framework and content validity. Split half reliability of this scale is 0.83 and test-retest reliability is 0.76. Different type of validity was also established for this scale.

In order to collect data on opinion of teachers with respect to participation of teachers in school management, questionnaire was constructed by the investigator to find out the viewpoint of the teachers', regarding their involvement in the institution's organization. It consist of 9 questions consisting mainly of ticking preferences which they favoured most except question number 9 which was to give answer in order of their preferences - most preferred to least preferred. Content validity was established by giving the opinionnaire to seven (7) experts in the field. A sample of the questionnaire and opinionnaire are attached in Appendix - 1 and Appendix - 2

3.1.3 Administration of tools and collection of data

For the present study, the primary data was collected in this way - The investigator personally visited the selected secondary schools within Aizawl city and the tools indicated were administered personally to the teachers. The tests were administered to the teachers after obtaining permission from each school headmasters. Before the administration of the tests, the purpose of the study was explained to them. After explaining the necessary guidelines the teachers were given the questionnaire and opinionaire. They were given adequate time to ponder over all the statements to ensure a truthful response from them. They were assured that their responses shall be kept strictly confidential, and shall be used only for research purpose. While collecting back the filled in responses from the respondents, it was ensured that all questions and statements were responded and that the required personal information was provided by them.

3.1.4 Tabulation of data

The data collected from 120 teachers were scrutinized, classified and scored according to standard procedure. After scoring the responses of both the questionnaire and opinionnaire, they were tabulated. Each respondent was assigned a serial number in order of the variable being studied. The scores were then entered in the tabulation sheet in Excel and were subject to statistical treatment by employing the following statistical techniques for the analysis.

3.1.5 Statistical techniques for analysis of data

Keeping in view of the data and objective of the study, the investigator employed the following statistical techniques for analyzing the data

1)   **Descriptive statistics measures:**

Measures of Central tendency and Percentages were employed to find out the nature of score distribution as well as for the purpose of categorizing the respondents into different groups.

2)   **Test of significance for mean difference:**

The difference between the mean scores of the groups based upon the variable such as gender, locale and teaching experience were tested for significance by applying the t-test.

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-4
ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data. As mentioned in chapter 1, the objective of the present study includes finding out the participation of secondary school teachers in school management; compare the participation of secondary school teachers in school management with reference to gender, type of school management, and their teaching experience and also to study the opinion of secondary school teachers with respect to issues relating to school management.

The data for the present study were collected from the sample by administering the adapted version of 'Teachers Participation of Secondary School Administration Scale' (TPSS) and the opinionnaire which was developed by the investigator. The responses obtained from the subjects were classified, tabulated and analyzed. The analysis of the data was carried out with the help of appropriate statistical techniques and the findings were also interpreted keeping in mind the objectives of the study. The findings of the study are presented in the present chapter in accordance with the objectives stated in chapter I as follows:

4.1.0   Objective No. 1: To find out the level of participation of secondary school teachers in school management

In order to find out the participation of secondary school teachers in school management, adapted version of Teachers Participation in School Administration Scale (TPSS) was administered to all the respondents. Norms for interpretation was established by finding out the mean and S.D. Those teachers scoring higher than one standard deviation above the mean were classified as High participants in school management and those teachers scoring lower than one standard deviation below the mean were classified as having low participation in school management and those teachers scoring between one standard deviation above the mean and one standard deviation below the mean were categorized as average participants in school management programme.

The following Table No 4.1 shows the number and percentage of all respondents' participation level which is categorized under three levels.

Table 4.1

Classification of secondary school teacher's participation in school management

Categories	Low participants	Average participants	High participants
All teachers (N=120)	18 (15%)	84 (70%)	18 (15%)
Gov't teachers (N=60)	7 (11.67%)	45 (75%)	8 (13.33%)
Non gov't teachers (N=60)	10 (16.67%)	40 (66.66%)	10 (16.67%)
Male teachers (N=60)	8 (13.33%)	43 (71.67%)	9 (15%)
Female teachers (N=60)	9 (15%)	45 (75%)	6 (10%)

The above Table 4.1 shows that out of all 120 respondents, 18 (15%) of the teachers are categorized as having low participation in school management, 84 (70%) as having average participation and 18 (15%) as having high participation in their school management.

This implies that majority of secondary school teachers in Aizawl have average participation in their school management.

The above table also reveals that among government schools, there are 7 (11.67%) teachers having low participation, 45(75%) teachers having average participation and the rest 8(13.33%) teachers have high participation in school management. Similarly, among non-government schools, 10 (16.67%) teachers have low participation, 40(66.66%) have average participation and the rest 10(16.67%) teachers have high participation in their school management.

This shows that although majority of both government and non government secondary school teachers have average participation, lower percentage of Non-Government school teachers have average participation as compared to Government school teachers. This could mean that there are more active teachers as well as more docile teachers in Non-Government schools than Government managed schools.

The above table also indicates that among the male teacher respondents, 8 (13.33%) have low participation, 43 (71.67%) have average participation and 9 (15%) male teachers have high participation. Similarly, among female teacher respondents, 9

(15%) have low participation, 45 (75%) have average participation and the rest 6 (10%) have high participation in their school management..

This illustrates that although majority of both male and female teachers have average participation, percentage of male teachers participating more actively in the school management is higher than the female teachers, whereas, percentage of female teachers participating less actively in the school management is higher than the male teachers.

4.2.0 Objective No. 2: **To find out the participation of secondary school teachers in the different areas of school management with reference to gender**

The participation of secondary school teachers in school management was compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.2.1 Difference between male and female teachers in their participation in school management.

Hypothesis No. 1 states that there is no significant difference between male and female secondary school teachers' participation in general school management.

Table No 4.2 shows the comparison of male and female teacher's participation in general school management.

Table 4.2

Comparison of male and female teacher's participation in general school management.

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	84.58	17.444	4.683	3.127	1.498	NS
Female	60	79.90	16.802				

NS = not significant.

The above Table 4.2 Illustrates that the 't' value for the significance of difference between the male and female teachers is 1.498, whereas the required 't' value with df = 118 to declare the difference as significant is 1.98 at 0.05 level. Since the

calculated 't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between male and female teachers with respect to their participation in school management. Therefore, the null hypothesis (No.1) which assumes there is no significant difference between male and female secondary school teachers' participation in general school management is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than the female teachers which indicates that although not significant, male teachers seem to participation slightly more in school management than the female teachers. But, this could be a chance factor.

4.2.2 Difference between male and female teachers in their participation in school management with respect to planning area.

Hypothesis No. 2 states that there is no significant difference between male and female secondary school teachers' participation in school management with respect to planning.

Table No 4.3 shows the comparison of male and female teacher's with respect to their participation in school management with respect to planning area.

Table 4.3

Comparison of male and female teacher's participation in planning

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	15.53	5.216	1.550	.871	1.780	NS
Female	60	13.98	4.276				

NS = not significant.

The above Table 4.3 Illustrates that the 't' value for the significance of difference between the male and female teachers in planning is 1.780. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between male and female teachers with respect to their participation in planning dimension of school management. Therefore, the null hypothesis (No.2) which assumes there is no significant difference between male and female secondary school teachers' participation in school management with respect to planning is accepted. However, a comparison of their mean score shows that male teachers

have a higher mean score than the female teachers which could indicate that although it could be a chance factor, male teachers slightly participated more in planning dimension of school administration than female teachers.

4.2.3 Difference between male and female teachers in their participation in school management with respect to organizing area.

Hypothesis No. 3 states that there is no significant difference between male and female secondary school teachers' participation in school management with respect to organizing.

Table No 4.4 shows the comparison of male and female teacher's with respect to their participation in school management with respect to organizing area.

Table 4.4

Comparison of male and female teacher's participation in organizing.

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	20.77	3.802	1.117	.736	1.518	NS
Female	60	19.65	4.246				

NS = not significant.

The above Table 4.4 Illustrates that the 't' value for the significance of difference between the male and female teachers in organizing is 1.518. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between male and female teachers with respect to their participation in organizing area of school management. Therefore, the null hypothesis (No.3) which assumes there is no significant difference between male and female secondary school teachers' participation in school management with respect to organizing is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than the female teachers which indicates that although not significant, male teachers slightly participated more in the organizing dimension of school management than the female teachers.

4.2.4 Difference between male and female teachers in their participation in school management with respect to communicating area.

Hypothesis No. 4 *states that there is no significant difference between male and female secondary school teachers' participation in school management with respect to communicating.*

Table No 4.5 shows the comparison of male and female teacher's with respect to their participation in school management with respect to communicating area.

Table 4.5

Comparison of male and female teacher's participation in Communicating

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	20.72	5.116	.300	.920	.326	NS
Female	60	20.42	4.958				

NS = not significant.

The above Table 4.5 Illustrates that the 't' value for the significance of difference between the male and female teachers in communicating is .326. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between male and female teachers with respect to their participation in communicating area of school management. Therefore, the null hypothesis (No 4.) which assumes there is no significant difference between male and female secondary school teachers' participation in school management with respect to communicating is accepted.

However, a comparison of their mean score shows that male teachers have a higher mean score than the female teachers which could indicate that although not significant, male teachers participated more than female teachers with respect to communicating area of school management.

4.2.5 Difference between male and female teachers in their participation in school management with respect to controlling area.

Hypothesis No. 5 *states that there is no significant difference between male and female secondary school teachers' participation in school management with respect to controlling.*

Table No 4.6 shows the comparison of male and female teacher's with respect to their participation in controlling area.

Table 4.6

Comparison of male and female teacher's participation in controlling

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	15.32	4.347	1.967	.532	2.543	*
Female	60	13.35	4.120				

* = Significant at .05 level

The above Table 4.6 Illustrates that the 't' value for the significance of difference between the male and female teachers in controlling is 2.543. Since the calculated 't' value is greater than the criterion 't' value at .05 level, it can be concluded that there is a significant difference between male and female teachers with respect to their participation in controlling area of school management. Therefore, the null hypothesis (No.5) which assumes there is no significant difference between male and female secondary school teachers' participation in school management with respect to controlling is rejected as significant difference is observed at .05 level. A comparison of their mean score shows that male teachers have a higher mean score than the female teachers which clearly show that male teachers are much more active and participated much more than female teachers in the controlling area of school management.

4.2.6 Difference between male and female teachers in their participation in school management with respect to evaluation area.

Hypothesis No. 6 states that there is no significant difference between male and female secondary school teachers' participation in school management with respect to evaluating.

Table No 4.7 shows the comparison of male and female teacher's with respect to their participation in evaluating area.

Table 4.7

Comparison of male and female teacher's participation in evaluating

Group	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	60	12.25	2.915	.250	.522	.479	NS
Female	60	12.50	2.801				

NS = not significant.

The above Table 4.7 Illustrates that the 't' value for the significance of difference between the male and female teachers in evaluating is .479. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between male and female teachers with respect to their participation in evaluating area of school management. Therefore, the null hypothesis (No.6) which assumes there is no significant difference between male and female secondary school teachers' participation in school management with respect to evaluating is accepted. However, a comparison of their mean score shows that female teachers have a higher mean score than the male teachers which could indicate that although not significant, male teachers seem to participate more than the female teachers in evaluating area of school management.

4.3.0   Objective No. 3: **To find out the participation of secondary school teachers in the different areas of school management with reference to the type of school management**

The participation of secondary school teachers in school management was compared on the basis of their type of school. For this, the mean and standard deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.3.1   Difference between Government and Non Government secondary school teachers in their participation in general school management

Hypothesis No. 7 states that there is no significant difference between government and non government secondary school teachers' participation in general school management

Table No 4.8 shows the comparison of gov't and non-government teacher's with respect to their participation in general school management

Table 4.8

Comparison of government and non-government teacher's participation in general school management

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	82.93	16.182	1.383	2.363	.439	NS
Non-gov't teachers	60	81.55	18.300				

NS = not significant.

The above Table 4.8 Illustrates that the 't' value for the significance of difference between the government and non-government teachers with respect to their participation in general school management is .439. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teachers with respect to their participation in general school management. Therefore, the null hypothesis (No.7) which assumes there is no significant difference between government and non government secondary school teachers' participation in general school management is accepted. However, a comparison of their mean score shows that government teachers have a higher mean score than the non-government teachers which could indicate that although not significant, government teachers appear to have a slightly more participation in general school management than the non government school teachers.

4.3.2 Difference between Government and Non Government secondary school teachers in their participation in school management with respect to planning area.

Hypothesis No. 8 states that there is no significant difference between government and non government secondary school teachers' participation in school management with respect to planning.

Table No 4.9 shows the comparison of government and non-government teacher's with respect to their participation in planning area.

Table 4.9

Comparison of government and non-government teacher's participation in planning

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	14.62	4.373	.283	.678	.321	NS
Non-gov't teachers	60	14.90	5.249				

NS = not significant.

The above Table 4.9 Illustrates that the 't' value for the significance of difference between the government and non-government teachers with respect to their participation in planning is .321. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teacher's with respect to their participation in planning area of school management. Therefore, the null hypothesis (No.8) which assumes there is no significant difference between government and non government secondary school teachers' participation in school management with respect to planning accepted. However, a comparison of their mean score shows that non-government teachers have a higher mean score than the government teachers which could indicate that although not significant, non- government teachers give the impression that they participated slightly more than the government teachers in planning area of school management.

4.3.3 Difference between Government and Non Government secondary school teachers in their participation in school management with respect to organizing area.

Hypothesis No. 9 states that there is no significant difference between government and non government secondary school teachers' participation in school management with respect to organizing.

Table No 4.10 shows the comparison of government and non-government teacher's with respect to their participation in organizing area.

Table 4.10

Comparison of government and non-government teacher's participation in organizing

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	20.92	4.085	1.417	.731	1.937	NS
Non-gov't teachers	60	19.50	3.925				

NS = not significant.

The above Table 4.10 Illustrates that the 't' value for the significance of difference between the government and non-government teacher's with respect to their participation in organizing is 1.937. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teacher's with respect to their participation in organizing area of school management. Therefore, the null hypothesis (No.9) which assumes there is no significant difference between government and non government secondary school teachers' participation in school management with respect to organizing is accepted. However, a comparison of their mean score shows that government teachers have a higher mean score than the non-government teachers which indicates that although not significant, government teachers seem to participate more than the non government teachers in organizing area of school management.

4.3.4 Difference between Government and Non Government secondary school teachers in their participation in school management with respect to communicating area.

Hypothesis No. 10 states that there is no significant difference between government and non government secondary school teachers' participation in school management with respect to communicating.

Table No 4.11 shows the comparison of government and non-government teacher's with respect to their participation in communicating area.

Table 4.11

Comparison of government and non-government teacher's participation in communicating

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	20.45	5.027	.233	.920	.254	NS
Non-gov't teachers	60	20.68	5.051				

NS = not significant.

The above Table 4.11 Illustrates that the 't' value for the significance of difference between the government and non-government teacher's with respect to their participation in communicating is .254. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teacher's with respect to their participation in organizing area of school management. Therefore, the null hypothesis (No.10) which assumes there is no significant difference between government and non government secondary school teachers' participation in school management with respect to communicating is accepted. However, a comparison of their mean score shows that non-government teachers have a higher mean score than the government teachers which could indicate that although not significant, non-government teachers look as if they participated more in communicating area of school management than the government teachers.

4.3.5 Difference between Government and Non Government secondary school teachers in their participation in school management with respect to controlling area.

Hypothesis No. 11 states that there is no significant difference between government and non government secondary school teachers' participation in school management with respect to controlling.

Table no 4.12 shows the comparison of government and non-government teacher's with respect to their participation in controlling area.

Table 4.12

Comparison of government and non-government teacher's participation in controlling

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	14.35	4.008	.033	.794	.042	NS
Non-gov't teachers	60	14.32	4.667				

NS = not significant.

The above table 4.12 Illustrates that the 't' value for the significance of difference between the government and non-government teacher's with respect to their participation in controlling is .042. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teacher's with respect to their participation in controlling area of school management. Therefore, the null hypothesis (No.11) which assumes there is no significant difference between government and non government secondary school teachers' participation in school management with respect to controlling is accepted. However, a comparison of their mean score shows that government teachers have a higher mean score than the non-government teachers which may indicate that although not significant, government teachers looks like they participated slightly more than the non-government school teachers in controlling area of school management.

4.3.6 Difference between Government and Non Government secondary school teachers in their participation in school management with respect to evaluating area.

Hypothesis No. 12 states that there is no significant difference between government and non government secondary school teachers' participation in school management with respect to evaluating.

Table No 4.13 shows the comparison of government and non-government teacher's with respect to their participation in evaluating area.

Table 4.13

Comparison of government and non-government teacher's participation in eva-luating

Group	Number	Mean	SD	MD	SEM	t-value	Sig. level
Gov't teachers	60	12.60	2.663	.450	.521	.864	NS
Non-gov't teachers	60	12.15	3.030				

NS = not significant.

The above Table 4.13 Illustrates that the 't' value for the significance of differ-ence between the government and non-government teachers with respect to their par-ticipation in evaluating is .864. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference between government and non-government teacher's with respect to their participation in eva-luating area of school management. Therefore, the null hypothesis (No.12) which as-sumes there is no significant difference between government and non government secondary school teachers' participation in school management with respect to eva-luating is accepted. However, a comparison of their mean score shows that govern-ment teachers have a higher mean score than the non-government teachers which could indicate that although not significant, government teachers participated slightly more than non government teachers in evaluating area of school management.

4.4.0   Objective No. 4: To find out the participation of secondary school teachers in the different areas of school management with reference to their teaching ex-perience.

Teachers were divided into three groups based on their teaching experience as follows:

1. Teachers having teaching experience up to five (5) years were designated as *less experienced teachers.*
2. Teachers having teaching experience between six (6) years and twenty (20) years were designated as *middle experienced teachers.*

3. Teachers having teaching experience twenty one (21) years and above were designated as ***more experienced teachers***.

The secondary school teachers with different teaching experience were compared with respect to their participation in their school management. For this, the mean and standard deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.4.1 Comparison between teachers with various teaching experience with respect to their participation in general school management.

The teachers with various teaching experience were compared with respect to their participation in general school management

Hypothesis No. 13 - 15 states that there are no significant differences between the following secondary school teachers' participation in general school management:

Hypothesis No. 13 – Less experienced and middle experienced teachers

Hypothesis No. 14 – Less experienced and more experienced teachers.

Hypothesis No. 15 – Middle experienced and more experienced teachers.

Table No 4.14 shows the comparison of various groups of teachers with respect to their participation in general school management.

Table 4.14

Comparison of the various group of secondary school teachers' participation in general school management

Sln	Groups	No.	Mean	SD	MD	SE_{MD}	t-value	Sig. level
1	Less experienced	26	79.04	13.820	2.252	3.520	.640	NS
	Middle experienced	62	81.29	17.683				
2	Less experienced	26	79.04	13.820	7.649	4.230	1.808	NS
	More experienced	32	86.69	18.370				
3	Middle experienced	62	81.29	17.683	5.397	3.948	1.367	NS
	More experienced	32	86.69	18.370				

NS = not significant.

The above Table 4.14 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in general school management. As depicted in the table above, it is found that all

of the calculated 't' values between the various group of secondary school teachers are lower than the criterion 't' values, therefore it can be concluded that there is no significant difference between the various group of secondary school teachers i.e. between the 'less experienced and middle experienced teachers'; between the 'less experienced and more experienced teachers'; and between the 'middle experienced and more experienced teachers' in their participation in general school management. Therefore, the three hypothesis that states that there are no significant difference between the Less experienced and middle experienced teachers (hypothesis no. 13); Less experienced and more experienced teachers (hypothesis no. 14); and Middle experienced and more experienced teachers (hypothesis no. 15) are all accepted

4.4.2 Comparison between teachers with various teaching experience with respect to their participation in planning area of school management.

Hypothesis No. 16 - 18 states that there are no significant differences between the following secondary school teachers' participation in planning dimension of school management:

Hypothesis No. 16 – Less experienced and middle experienced teachers

Hypothesis No. 17 – Less experienced and more experienced teachers.

Hypothesis No. 18 – Middle experienced and more experienced teachers.

Table No 4.15 shows the comparison of various groups of teachers with respect to their participation in planning area of school management.

Table 4.15

Comparison of the various group of secondary school teacher's participation in planning

Sln	Groups	No.	Mean	SD	MD	SE$_{MD}$	t-value	Sig. level
1	Less experienced	26	13.58	3.807	.923	1.007	.917	NS
	Middle experienced	62	14.50	5.315				
2	Less experienced	26	13.58	3.807	2.642	1.060	2.492	*
	More experienced	32	16.22	4.256				
3	Middle experienced	62	14.50	5.315	1.719	1.011	1.700	NS
	More experienced	32	16.22	4.256				

* = significant at .05 level

NS = not significant.

The above Table 4.15 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in planning dimension of school management. As depicted in the table above, it is found that the calculated 't' value for mean difference between less experienced and middle experienced teachers & middle experienced and more experienced teachers are lower than the criterion 't' values, therefore it can be concluded that there is no significant difference between them with respect to participation in planning area of school management. However, the calculated 't' value for mean difference between less experienced and more experienced teachers is found to be higher than the criterion 't' values at .05 level, therefore we can conclude that there is a significant difference in the participation between less experienced and more experienced teachers with respect to planning dimension of school management. Consequently, hypothesis no. 16 and 18 that states that there is no significant difference between less experienced and middle experienced teachers & middle experienced and more experienced teachers with respect to their participation in planning dimension of school management are accepted. However, hypothesis no. 17 which states that there is no significant difference between less experienced and more experienced teachers with respect to their participation in planning dimension of school management is rejected as difference is found between these two groups of teachers at .05 level of confidence. A comparison of their mean score shows that more experienced teachers have a higher mean score than the less experienced teachers which clearly indicate that more experienced teachers participated much more than the less experienced teachers in planning area of their school management.

4.4.3 Comparison between teachers with various teaching experience with respect to their participation in organizing area of school management

Hypothesis No. 19 - 21 states that there are no significant differences between the following secondary school teachers' participation in organizing dimension of school management:

Hypothesis No. 19 – Less experienced and middle experienced teachers

Hypothesis No. 20 – Less experienced and more experienced teachers.

Hypothesis No. 21 – Middle experienced and more experienced teachers

Table No 4.16 shows the comparison of various groups of teachers with respect to their participation in organizing area of school management.

Table 4.16

Comparison of the various group of secondary school teacher's participation in organizing.

Sln	Groups	No.	Mean	SD	MD	SE$_{MD}$	t-value	Sig. level
1	Less experienced	26	19.81	3.262	.289	.843	.343	NS
	Middle experienced	62	20.10	4.322				
2	Less experienced	26	19.81	3.262	.942	.973	.968	NS
	More experienced	32	20.75	4.150				
3	Middle experienced	62	20.10	4.322	.653	.916	.713	NS
	More experienced	32	20.75	4.150				

NS = not significant.

The above Table 4.16 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in planning area of school management

As depicted in the table above, it is found that the calculated 't' value for mean difference between less experienced and middle experienced teachers; between the less experienced and more experienced teachers & between the middle experienced and more experienced teachers are lower than the criterion 't' values, therefore it can be concluded that there is no significant difference between all of them with respect to their participation in organizing area of school management. This could mean that the amount of participation in the organizing dimension of school management remains almost the same in spite of the teachers' length of teaching experience.

4.4.4 Comparison between teachers with various teaching experience with respect to their participation in communicating dimension of school management

Hypothesis No. 22 - 24 states that there are no significant differences between the following secondary school teachers' participation in communicating dimension of school management:

Hypothesis No. 22 – Less experienced and middle experienced teachers

Hypothesis No. 23 – Less experienced and more experienced teachers.

Hypothesis No. 24 – Middle experienced and more experienced teachers

Table No 4.17 shows the comparison of various groups of teachers with respect to their participation in communicating area of school management.

Table 4.17

Comparison of the various group of secondary school teacher's participation in communicating.

Sln	Groups	No.	Mean	SD	MD	SE$_{MD}$	t-value	Sig. level
1	Less experienced	26	19.88	3.850	.390	.975	.400	NS
	Middle experienced	62	20.27	4.856				
2	Less experienced	26	19.88	3.850	1.803	1.308	1.379	NS
	More experienced	32	21.69	6.040				
3	Middle experienced	62	20.27	4.856	1.413	1.233	1.146	NS
	More experienced	32	21.69	6.040				

NS = not significant.

The above Table 4.17 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in communicating area of school management

As depicted in the table above, it is found that the calculated 't' value for mean difference between less experienced and middle experienced teachers; between the less experienced and more experienced teachers & between the middle experienced and more experienced teachers are lower than the criterion 't' values, therefore it can be concluded that there is no significant difference between all of them with respect to their participation in communicating area of school management. This could mean that the amount of participation in the communicating area of school management remains almost the same in spite of the teachers' length of teaching experience.

4.4.5 Comparison between teachers with various teaching experience with respect to their participation in controlling dimension of school management

Hypothesis No. 25 - 27 states that there are no significant differences between the following secondary school teachers' participation in controlling area of school management:

Hypothesis No. 25 – Less experienced and middle experienced teachers

Hypothesis No. 26 – Less experienced and more experienced teachers.

Hypothesis No. 27 – Middle experienced and more experienced teachers

Table No 4.18 shows the comparison of various groups of teachers with respect to their participation in controlling area of school management.

Table 4.18

Comparison of the various group of secondary school teacher's participation in controlling.

Sln	Groups	No.	Mean	SD	MD	SE$_{MD}$	t-value	Sig. level
1	Less experienced	26	14.08	4.381	.093	1.016	.092	NS
	Middle experienced	62	13.98	4.268				
2	Less experienced	26	14.08	4.381	1.142	1.162	.983	NS
	More experienced	32	15.22	4.427				
3	Middle experienced	62	13.98	4.268	1.235	.952	1.297	NS
	More experienced	32	15.22	4.427				

NS = not significant.

The above Table 4.18 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in controlling area of school management

As depicted in the table above, it is found that the calculated 't' value for mean difference between less experienced and middle experienced teachers; between the less experienced and more experienced teachers & between the middle experienced and more experienced teachers are lower than the criterion 't' values, therefore it can be concluded that there is no significant difference between all of them with respect to their participation in controlling area of school management. This could mean that the amount of participation in the controlling area of school management remains almost the same in spite of the teachers' length of teaching experience.

4.4.6 Comparison between teachers with various teaching experience with respect to their participation in evaluating dimension of school management

Hypothesis No. 28 - 30 states that there are no significant differences between the following secondary school teachers' participation in evaluating area of school management:

Hypothesis No. 28 – Less experienced and middle experienced teachers

Hypothesis No. 29 – Less experienced and more experienced teachers.

Hypothesis No. 30 – Middle experienced and more experienced teachers

Table No 4.19 shows the comparison of various groups of teachers with respect to their participation in evaluating area of school management.

Table 4.19

Comparison of the various group of secondary school teacher's participation in evaluating.

Sln	Groups	No.	Mean	SD	MD	SE$_{MD}$	t-value	Sig. level
1	Less experienced	26	11.69	2.396	.743	.600	1.238	NS
	Middle experienced	62	12.44	2.940				
2	Less experienced	26	11.69	2.396	1.120	.707	1.584	NS
	More experienced	32	12.81	2.989				
3	Middle experienced	62	12.44	2.940	.377	.647	.583	NS
	More experienced	32	12.81	2.989				

NS = not significant.

The above Table 4.19 shows the 't' value for the significance of difference between the various group of secondary school teachers with respect to their participation in evaluating area of school management

As depicted in the table above, it is found that the calculated 't' value for mean difference between less experienced and middle experienced teachers; between the less experienced and more experienced teachers & between the middle experienced and more experienced teachers are lower than the criterion 't' values, therefore it can be concluded that there are no significant difference between all of them with respect to their participation in evaluating area of school management. This could mean that the amount of participation in the evaluating area of school management remains almost the same in spite of the teachers' length of teaching experience.

4.5.0 Objective No. 5: To study the opinion of secondary school teachers with respect to matters relating to school management.

The opinion of teachers towards matters relating to school management is also being investigated. For this, the investigator develops an opinionnaire to study the opinion of teachers towards matters relating to school management. Altogether, there are nine (9) questions to elicit the opinion of all respondents towards school management. The responses to these questions were analyzed and interpreted and are presented respectively in the following tables.

4.5.1 Teachers' views on whether their headmaster seeks teachers' viewpoint in matters of school governance

The following Table No 4.20 highlights the views of all respondents on whether the headmaster seeks the teachers' ideas in matters of school governance

Table 4.20

Views on whether the headmaster seeks the teachers' ideas in matters of school governance

Samples	Always	Sometimes	Never
All Teachers (120)	62 (51.67%)	57 (47.5%)	1 (0.83%)

As shown in Table 4.20 the study reveals that out of all the samples collected i.e.120 respondents, majority of them 51.67% believe that the headmaster always seeks the teachers ideas, 47.5% assumes that the headmaster sometimes look for the teachers ideas and the rest 0.83 feels that the headmaster never seeks the teachers ideas in matters of school governance. This signifies that majority of High school headmasters in Aizawl either regularly or occasionally consulted the teachers in matters relating to school governance.

4.5.2. Teachers' opinion on the extent they should participate in school management activity

The following Table No 4.21 depicts the opinion of all respondents on what extent teachers should participate in school management activity

Table 4.21

Opinion on the extent teachers should participate in school management activity

Samples	In all school management activity	In selected management activity	In classroom management activity only
Teachers (120)	44 (36.67%)	69 (57.50%)	7 (5.83%)

A glance at Table 4.21 shows that out of 120 respondents, majority of them 57.50% opined that teachers should participate in selected management activity, 36.67% were in favor of teacher's participation in all school management activity and 5.83% were in favor of teacher's participation in classroom management activity only.

This means that majority of teachers believe that teachers should participate in selected school management activity, while a considerable number of teachers opines that they should participate in all school management activity. Merely a small number of teachers believe that they should only participate in classroom management activity.

4.5.3   Extend of teachers' participation in school management in influencing school internal discipline.

The following Table No 4.22 shows the opinion of all respondents on what extent teachers' participation in school management influence school internal discipline

Table 4.22

Opinion on what extent teachers' participation in school management influence school internal discipline

Samples	To a great extent	To a small extent	Not at all
All samples (120)	106 (88.34%)	14 (11.66%)	-

A glance at Table 4.22 shows that out of 120 respondents, majority of them (88.34%) believe that teachers' participation influences school internal discipline to a great extent; while only 11.66% believe that teachers' participation influences school internal discipline to a small extent. This means that most teachers are of the view that

if teachers participate in school management, this will bring about internal discipline in the schools.

4.5.4 Opinion on who would perform better if given responsibilities in school management activities

The following Table No 4.23 bring to light the opinion of all respondents on who would perform better if given responsibilities in school management activities

Table 4.23

Opinion on who would perform better if given responsibilities in school management activities

Samples	Male teachers	Female teachers	Both
All teachers(120)	17 (14.166%)	6 (5.00%)	97 (80.834%)

A look at Table 4.23 reveals that 80.834% of all teachers believed that both male and female teachers would perform equally well if given responsibilities in school management activities, 14.17% believed that male teachers would perform better while 5.00% believe that female teachers would perform better if given responsibilities in school management activities. This shows that majority of teachers considered both genders would perform efficiently if given responsibilities in school management activity. However, there are more respondents who believe that male teachers would perform better than female teachers.

4.5.5. Opinion on whether teachers have the freedom to make decisions on how to implement the curriculum

The following Table No 4.24 bring to light the opinion of all respondents on whether teachers have the freedom to make decisions on how to implement the curriculum

Table 4.24

Opinion of all respondents on whether teachers have the freedom to make decisions on how to implement the curriculum

Samples	To a great extent	To some extent	Not at all
All teachers (120)	56 (46.67%)	59 (49.16%)	5 (4.16%)

A glance at Table 4.24 shows that out of 120 respondents, a large number of them (49.16%) considers that to some extent teachers have freedom to make decision on how to implement the curriculum; while 46.67% of teachers believe that they have this freedom to a great extent; only a small number of the respondents (4.16%) think that teachers do not have the freedom to make decision on how to implement the curriculum. This illustrate that most teachers have the freedom to make decisions on how to implement the curriculum either to some extent or to a great extent.

4.5.6 Opinion on whether teachers are involved in the operations of school budget

The following Table No 4.24 depicts the opinion of all respondents on whether teachers are involved in the operations of school budget

Table 4.25

Opinion on whether teachers are involved in the operations of school budget

Samples	To a large extent	To a small extent	Not at all
All teachers (120)	22 (18.34%)	63 (52.5%)	35 (29.16%)

From the above Table 4.25 it is exposed that out of all 120 respondents, majority of them (52.5%) think that teachers are involved in the operations of school budget only to a small extent, while 29.16% believe that they are not involved at all; only 18.34% of teachers believe that teachers are to a large extent involved in the operation of school budget. This gives us an idea that teachers are involved in the operation of school budget to a small extent.

4.5.7 Opinion on whether teachers are involved in making decisions about implementation of any new programmes in school

The following Table No 4.26 depicts the opinion of all respondents on whether teachers involved in making decisions about implementation of any new programmes in the school

Table 4.26

Opinion on whether teachers are involved in making decisions about implementation of any new programmes in the school

Samples	Yes	No	Sometime
All samples (120)	66 (55%)	3 (2.5%)	51 (42.5%)

A look at Table 4.26 reveals that 55% of all respondents 120 believed that teachers are involved in the implementation of any new programmes in the school, 42.5% thinks that the teachers are sometimes involved in the implementation of any new programmes, while only 2.5% respondents think that teachers are not involved in making decisions about implementation of any new programmes in the school. This reveals that most teachers are either always or sometime involved in making decision about implementation of any new programmes in the school

4.5.8 Opinion on who would carry out their assignment more efficiently if given responsibility in school management activity

The following Table No 4.27 shows the opinion of all respondents on who would carry out their assignment more efficiently if given responsibility in school management activity

Table 4.27

Opinion on who would carry out their assignment more efficiently if given responsibility in school management activity

Samples	Young teachers	Senior teachers	Both
All teachers (120)	13 (10.83%)	14 (11.67%)	93 (77.5%)

A glance at Table 4.27 shows that out of 120 respondents, only 10.83% teachers believe that young teachers would carry out their assignment more efficiently, while a mere 11.67% teachers consider senior teachers would carry out their assignment more efficiently; but majority of them (77.5%) opines that both young and senior teachers would equally carry out their assignment efficiently if responsibility is given to them in school management activity.

4.5.9 Preferences on who should participate the most in school management programmes

The following Table No 4.28 reveals the teachers' preference on who should participate the most in school management programmes. The respondents gave their preferences by giving 1 to the most preferred and 4 to the least preferred.

Table 4.28

Teachers' preference on who should participate the most in school management programmes.

1ˢᵗ Preferences			
Community	Teachers	Headmaster	Supporting staff
6	28	83	3
2ⁿᵈ preferences			
Community	Teachers	Headmaster	Supporting staff
3	80	31	6
3ʳᵈ preferences			
Community	Teachers	Headmaster	Supporting staff
25	8	3	84
4ᵗʰ preferences			
Community	Teachers	Headmaster	Supporting staff
86	4	3	27

As shown in Table 4.28 it is revealed that out of 120respondents, nearly everyone (83) chose the Headmaster as the one who should participate the most in school management programme. Majority of respondents opted for teachers as their second preferences, and most teachers picked the supporting staff as their third preference. From the above table, it is found that majority of respondents selected the community as the least preferred for participating in school management programme.

The above table indicates that Headmaster is preferred by majority of respondents as the one who should participate the most in school management, while Supporting staffs are the least preferred.

CHAPTER-5

MAJOR FINDINGS, SUGGESTION FOR IMPROVEMENT AND SUGGESTION FOR FURTHER RESEARCH

CHAPTER - 5

MAJOR FINDINGS AND SUGGESTIONS FOR IMPROVE-MENT SUGGESTIONS FOR FURTHER RESEARCH

The present chapter deals with the major findings, discussions, recommendations and suggestions for further research

5.1.0 MAJOR FINDINGS

The following are the major findings of the present study:

5.1.1 Level of participation of secondary school teachers in school management.

1. Majority of teachers have average participation in school management

2. There are more active as well as more inactive participants among non government teachers as compared to government school teachers.

3. Male teachers participated more actively, whereas female teachers participated less actively in the school management.

5.1.2 Secondary school teacher's participation in the different areas of school management with reference to gender.

1. No significant difference was found in school management between male and female teachers.

2. No significant difference was found in planning area of school management between male and female teachers.

3. No significant difference was found in organizing area of school management between male and female teachers.

4. No significant difference was found in communicating area of school management between and female teachers.

5. Male teachers have significantly higher participation in controlling dimension of school management than female teachers.

6. No significant difference was found in evaluating area of school management between male and female teachers.

5.1.3 Secondary school teacher's participation in the different areas of school management with reference to type of school management

1. No significant difference was found in school management between government and non-government school teachers.

2. No significant difference was found in planning area of school management between government and non-government school teachers.

3. No significant difference was found in organizing area of school management between government and non-government school teachers.

4. No significant difference was found in communicating area of school management between government and non-government school teachers.

5. No significant difference was found in controlling area of school management between government and non-government school teachers.

6. No significant difference was found in evaluating area of school management between government and non-government school teachers.

5.1.4 Secondary school teacher's participation in the different areas of school management with reference to teaching experience

1. No significant difference was found in school management between less experienced and middle experienced teachers.

2. No significant difference was found in school management between less experienced and more experienced teachers.

3. No significant difference was found in school management between middle experienced and more experienced teachers.

4. No significant difference was found in planning area of school management between less experienced and middle experienced teachers.

5. More experienced teachers have significantly higher participation in planning area of school management than less experienced teachers.

6. No significant difference was found in planning area of school management between middle experienced and more experienced teachers.

7. No significant difference was found in organizing area of school management between less experienced and middle experienced teachers.

8. No significant difference was found in organizing area of school management between less experienced and more experienced teachers.

9. No significant difference was found in organizing area of school management between middle experienced and more experienced teachers.

10. No significant difference was found in communicating area of school management between less experienced and middle experienced teachers.

11. No significant difference was found in communicating area of school management between less experienced and more experienced teachers.

12. No significant difference was found in communicating area of school management between middle experienced and more experienced teachers.

13. No significant difference was found in controlling area of school management between less experienced and middle experienced teachers.

14. No significant difference was found in controlling area of school management between less experienced and more experienced teachers.

15. No significant difference was found in controlling area of school management between middle experienced and more experienced teachers.

16. No significant difference was found in evaluating area of school management between less experienced and middle experienced teachers.

17. No significant difference was found in evaluating area of school management between less experienced and more experienced teachers.

18. No significant difference was found in evaluating area of school management between middle experienced and more experienced teachers'.

5.1.5 Opinion of secondary school teachers on matters relating to school management

i. Opinion on whether headmaster seeks the teachers' viewpoint in matters of school governance

Majority of the respondents opines that the headmaster always seeks the teachers' viewpoints in matters of school governance

ii. **Teachers' opinion on the extent they should participate in school management activity**

Majority of the respondents are of the view that teachers should participate in selected management activity only

iii. **Opinion on extend of teachers' participation in influencing school internal discipline.**

Majority of the respondents had this notion that teachers' participation in school management influences school internal discipline to a great extent

iv. **Opinion on who would perform best if given responsibilities in school management activities**

Majority of respondents believed that both male and female teachers would perform equally well if given responsibilities in school management activities.

v. **Opinion on whether teachers have the freedom to make decisions on how to implement the curriculum**

Majority of the respondents consider that most teachers have the freedom to make decisions on how to implement the curriculum either to some extent or to a great extent.

vi. **Opinion on whether teachers are involved in the operations of school budget**

Majority of the respondents feel that teachers are involved in the operation of school budget only to a small extent.

vii. **Opinion on whether teachers are involved in making decisions about implementation of any new programmes in school**

Majority of respondents believe that teachers are either always or sometimes involved in making decision via-a-vis any new programmes that is implemented in the school

viii. **Opinion on who would carry out their assignment most efficiently if given responsibility in school management activity**

Majority of respondents assume that both young and senior teachers would equally carry out their assignment efficiently if responsibility is given to them in school management activity

ix. **Preferences on who should participate the most in school management programmes**

Headmaster is preferred by majority of respondents as the one who should participate the most in school management, while Supporting staffs are the least preferred.

5.2.0 Suggestion for improvement

The following suggestions were made for the improvement of school management:

1. Educational leaders should promote structure of participation in school administration that increases teachers' actual involvement in decisions concerning their duties and opportunities for development and should also provide more sharing on issues concerning the school administration, particularly for women.

2. The teacher should understand the importance of his profession. He must give his exclusive attention to the growth and development of the personalities of the children under his charge and settle disputes among students in an objective and fair manner.

3. The teachers should keep ethical behaviour in relation with fellow teachers and educational associates.

4. Range of conditions need to be placed in schools for teacher leadership to be successful, including a culture of trust and support, structures that support teacher leadership but are clear and transparent, strong leadership, with the head usually being the originator of teacher leadership.

5. Administrators must evolve a mechanism for inviting more participation of female teachers in different decisional domains of school administration.

6. Steps can be taken to recruit more male teachers to areas within the teaching profession that are predominantly female and to recruit more women teachers to areas within the teaching profession that are predominantly male.

7. Qualified, competent and adequate staffs are the main prerequisite for the effective functioning of a school. Besides, satisfactory service conditions and welfare services should be made available to teachers for ensuring a high standard of work. A poorly equipped and disqualified teachers instead of promoting, adversely affects the teaching learning situation in the school.

8. Maintaining discipline and inter-human relations for proper functioning of the school which predominantly depends upon the competency of the headmaster. Although this may not be a particular function or duty of the headmaster, it could be the overall outcome of all his activity dealings and rapport with other workers in the school.

9. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution.

10. The headmaster must be just and sympathetic toward staff members, as a democratic leader. He should show respect to other personality, recognize the individual differences, give instruction and at the same time seek advice and suggestions from teachers.

11. A teacher cannot afford to be an autocrat. Present day education lays much stress on the inculcation of democratic ideals among the students. His role is of a friend, philosopher and guide and not a policeman.

12. Pupils' participation should be promoted through democratic administration in the management and organization of both curricular and co-curricular programmes. There must be provision to discover the innate potentials of the students.

13. A teacher must cooperate with his colleagues, head of the institution, parents and all others engaged in the welfare of children and other tasks. The success of an institution depends upon the cooperation among all.

14. It has been found that teachers close relationships with parents and students achievement as well as their behaviour are positively correlated. Thus, parent-teachers association may be formed for the purpose and the headmaster should involve guardians in the annual function and occasional celebration in the school.

15. Teachers should establish rapport with parents to the extent that he and the parents share information which helps promote a child's academic, social and emotional growth.

16. Since the school is regarded as the centre of community development, it should maintain close liaison with the community. There are expert in art, literature, craft etc in different sectors of the community and they can be invited to schools to give talks and demonstrate their work to students and teachers. Also various voluntary agencies and philanthropic organizations can help in school improvement.

17. Teachers should recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided. They should work to improve education in the community and strengthen the community's moral and intellectual life.

18. In-service education should be provided to all teachers in order to help them update their knowledge and skills. Unless teachers keep themselves abreast with the latest content, methods of teaching and subject content, they cannot do justice to their duties and responsibilities.

19. Teachers are to be assigned various responsibilities in organizing curricular and co curricular programmes according to their aptitude and interests. Nobody should feel that he is overloaded with work or that he is neglected. Workload should be uniform as far as possible.

20. The administration of the institution should be fully decentralized. The head, the teachers and the students should realize that they are equally involved in the functioning of the institution.

21. Staff meetings should be held regularly at least once a month. All staff members must attend these meetings and a real cooperative and academic spirit should prevail in them. The difficult problems curricular, co curricular or administrative, should be discussed in such meetings and decisions be taken for better solution.

22. The teacher should attend conferences, workshops, seminars and meetings, field trips etc which tend to broaden their knowledge. Besides, teachers should express

free and frank opinion when participating in professional meetings, seminars and conferences thereby contributing constructively to such committees, faculty meetings and other school system groups.

23. Every educational institution, particularly private schools, should have a managing committee for maintaining discipline in the organizations, safeguarding the assets of the school, ensuring standard of teaching and facilitating the proper service conditions.

24. The attendance of the teachers should be recorded regularly and punctually in a register kept for the purpose. Teachers should not leave the school premises during school hours without the permission of the head.

25. Teachers should try to see through teacher's bodies and organizations that institutions maintain contact with the guardian of their students, send reports of their performance to the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

26. There must be machinery for consultations between teacher organizations and educational authorities on curriculum, community relations, organization and administration, budgetary allocations, etc. Equally, there must be machinery for negotiations on salaries and working conditions.

27. Good timetable should be prepared for efficient school administration. The school time table is a mirror which reflects the entire educational plan of the school. It contributes a lot to the growth and functioning of the school.

28. The headmaster has to supervise the classroom teaching, examination, co-curricular activities etc and work done in the office. He must be constructive and creative

29. The school management should be above politics and religion. The school should not become a tool in the hands of any pressure groups and any political belief should not influences administration.

5.2.1 **Suggestion for further research**:

Suggestion for further research is proposed by the investigator as follows

- Community Involvement in the Management of Secondary Schools in Mizoram.

- Parents' Participation in Government and Non Government Primary Schools in Aizawl: Perceptions and Experiences of Head teachers

- Elementary school teachers participation in school management

- A Study of the Leadership Styles of Headmasters in Relation to School Effectiveness

SUMMARY

SUMMARY

INTRODUCTION:

Management in some form or another is an integral part of living and is essential wherever human efforts are to be undertaken to achieve desired objectives. Goals are reached through the utilization of many resources, such as personnel, machines, money and technology. These resources, however, are incomplete without the presence and operation of management

It is very difficult to have an all encompassing definition of management which covers all its characteristics. Management is a vital function concerned with all aspects of the working of an enterprise. It has been defined in a number of ways. A very simple, but comprehensive, definition of management is that management is a set of activities directed toward efficient and effective utilization of organizational resources in order to achieve organizational goals.

According to Koontz (1971), "management is the art of getting things done through and with people in formally organized group. It is the art of creating an environment in which people can perform as individuals and yet cooperate towards attainment of group goals. It is the art of removing blocks for such a performance, a way of optimizing efficiency in reaching goals".

Role of teachers in school management:

Teachers' participation in school administration is advantageous to the provision of good education. It is justified not only because of what it does for the staff but also because experience and research justify it to be the most effective means available to accomplish the purposes to which the schools are organized. Teachers have a great role to play in the educational system. On him rests the failure or the success of the system. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strongly manly men and motherly women as teachers for the young

The teacher as a manager has to organize his classes and contribute to the total organization of his school, act as a parent of the students, a helper to students etc. Be-

ing a teacher is much more than just executing lesson plans, they also carry the role of a surrogate parent, disciplinarian, mentor, counselor, book keeper, role model, planner and many more

Seass has presented the teacher working in school in the following four roles according to environment:

1) As a superintendent

2) As a supervisor

3) As a planner

4) As a controller

Without good teachers, even the best system is bound to fail, with good teachers, even the defects of a system can be largely overcome.—Prof. Humanyun Kabir

Rationale of the study:

Some of the educationists are heard saying that the school is dead today. That means they are working in a very dull and routine type of environment. The old methods of teaching, the same thing being repeated everything being used is the same for the students, who are decidedly different from the old ones. No creative work is being done by the teachers or the students. Teaching and learning is done for the sake of examination. It seems as if real teaching and learning have disappeared. Attainment of a degree has become the sole end of studies in the school. The schools are producing that type of children who are good for nothing. They stand useless and misfits in the society. There is provision of games but their actual aims are being ignored. The students play games not for their physical growth and development. Creative reader and creative workers in the field of education are disappearing. A school dead or living depends upon the working staff. A good and successful headmaster and the efficient staff can undoubtedly change the lot of the school to make it really good one.

Thus, keeping in view all the attending realities that we are facing today in the sphere of school management the investigator felt the need for the present study. Therefore, in order to find out the level of participation of secondary school teachers in school management, the present study is labelled *Participation of Secondary School Teachers in School Management with reference to their Gender, Teaching Experience and Types of Management in Aizawl City*

Operational definition of key terms:

Participation: For the present study, participation refers to teachers' involvement and contribution in school planning, organizing, communicating, controlling and evaluating.

Secondary school teachers: For the present study, Secondary school teachers refer to those teachers who teach in schools providing education for students in classes-IX and X.

*School management***:** School management refers to the role and functions of different administrators in the operation of a school.

Participation in school management: For the present study, school management refers to the score obtained on the 'teachers participation in school administration scale (TPSAS)' developed by Dr.HasseenTaj (2000)

Teaching experience: Teaching experience refers to how long an employee has worked at a school. For the present study teachers having teaching experience upto 5 years were designated as less experienced teachers, between 6 years and 20 years were designated as middle experienced teachers and 21 years and above were designated as more experienced teachers.

Types of management: For the present study types of management refers to the secondary schools, administered and controlled by either Government or private organizations.

Objectives:

1) To find out the level of participation of secondary school teachers in school management.

2) To find out the participation of secondary school teachers in the different areas of school management with reference to gender.

3) To find out the participation of secondary school teachers in the different areas of school management with reference to the type of school management

4) To find out the participation of secondary school teachers in the different areas of school management with reference to their teaching experience

5) To study the opinion of secondary school teachers with respect to matters relating to school management.

Hypotheses:

1. There is no significant difference in the participation of secondary school teachers in school management with reference to gender.

2. There is no significant difference in the participation of secondary school teachers in school management with reference to the type of school management.

3. There is no significant difference in the participation of secondary school teachers in school management with reference to their teaching experience.

METHODOLOGY:

Method of the study –A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). It can provide information about the naturally occurring behavior, attitudes, health status or other characteristics of a particular group. The present study belongs to the category of ''descriptive research'' with a combined distinctiveness of inter group comparison. Since the main objective is to find and compare the participation of secondary school teachers in school management with respect to their gender and type of school management, and to study the opinion of teachers with respect to their participation in school management, a comparative status survey design was employed in the present investigation.

Population – The population of the study include all government and non-government secondary school teachers in Aizawl city

Sample – The sample of the study consist of 120 secondary school teachers in Aizawl, in which 60 teachers from government schools and another 60 teachers from non-government school were selected. Primary data was collected based on multi stage sampling design.

Details of sample selected for the study

	Non government					Government			
Sln	School	Male	Female	Total	Sln	School	Male	Female	Total
1	St. Pauls Higher Secondary School	10	21	31	1	Govt. Mizo High School	7	7	14
2	Greenland Higher Secondary School	4	0	4	2	Govt. Hrangchhunga High School	6	6	12
3	Eton English School	4	1	5	3	Govt. Republic High School	6	5	11
4	Goodwill Foundation School	3	1	4	4	Govt. Chaltlang High School	5	6	11
5	Montfort School	2	2	4	5	Govt. Piaghleia High School	2	2	4
6	Pine Mount Higher Secondary School	3	3	6	6	Govt. RM High School	4	4	8
7	Vaivakawn High School	4	2	6					
Total		30	30	60	Total		30	30	60

Tools –The data relating to the participation of teachers in school management was collected by using an adaptation of 'teachers participation in school administration scale (TPSAS)' developed by Dr. Hasseen Taj in 2000. For collecting data on opinion of teachers with respect to participation of teachers in school management, questionnaire was constructed by the investigator to find out the viewpoint of the teachers', regarding their involvement in the institution's organization.

Mode of data collection – The investigator personally visit the selected secondary schools and the tools indicated above was administered personally to the students in the selected secondary schools within Aizawl city.

Data analysis – The collected primary data was analyzed using descriptive statistics such as mean, standard deviation etc. as well as inferential statistics such as 't' test.

MAJOR FINDINGS:

The following are the major findings of the present study:

Participation of secondary school teachers in school management.

1. Majority of teachers have average participation in school management

2. There are more active as well as more inactive participants among non government teachers as compared to government school teachers.

3. Male teachers participated more actively, whereas female teachers participated less actively in the school management.

Secondary school teacher's participation in the different area of school management with reference to gender.

1. No significant difference was found in school management between male and female teachers.

2. No significant difference was found between male and female teachers in the following areas of school management.

    (i)   Planning

    (ii) Organizing

    (iii) Communicating

    (iv) Evaluating

3. Male teachers have significantly higher participation in controlling area of school management than female teachers.

Secondary school teacher's participation in the different areas of school management with reference to type of school management

1. No significant difference was found in school management between government and non-government school teachers.

2. No significant difference was found between government and non-government school teachers in the following areas of school management.

    (i)   Planning

    (ii) Organizing

    (iii) Communicating

    (iv) Controlling

    (v) Evaluating

Secondary school teacher's participation in the different areas of school management with reference to teaching experience

1. No significant difference was found between less experienced and middle experienced teachers in school management.

2. No significant difference was found between less experienced and middle experienced teachers in the following areas of school management.

   (i) Planning

   (ii) Organizing

   (iii) Communicating

   (iv) Controlling

   (v) Evaluating

3. No significant difference was found between less experienced and more experienced teachers in school management

4. More experienced teachers have significantly higher participation in planning area of school management than less experienced teachers.

5. No significant difference was found between less experienced and more experienced teachers in the following areas of school management

   (i) Organizing

   (ii) Communicating

   (iii) Controlling

   (iv) Evaluating

6. No significant difference was found between middle experienced and more experienced teachers in school management.

7. No significant difference was found between middle experienced and more experienced teachers in the following areas of school management.

   (i) Planning

   (ii) Organizing

   (iii) Communicating

   (iv) Controlling

   (v) Evaluating

Opinion of secondary school teachers on matters relating to school management

   i. Opinion on whether headmaster seeks the teachers' viewpoint in matters of school governance

Majority of the respondents opines that the headmaster always seeks the teachers' viewpoints in matters of school governance

ii. ***Teachers' opinion on the extent they should participate in school management activity***

Majority of the respondents are of the view that teachers should participate in selected management activity only

iii. ***Opinion on extend of teachers' participation in influencing school internal discipline.***

Majority of the respondents had this notion that teachers' participation in school management influences school internal discipline to a great extent

iv. ***Opinion on who would perform best if given responsibilities in school management activities***

Majority of respondents believed that both male and female teachers would perform equally well if given responsibilities in school management activities.

v. ***Opinion on whether teachers have the freedom to make decisions on how to implement the curriculum***

Majority of the respondents consider that most teachers have the freedom to make decisions on how to implement the curriculum either to some extent or to a great extent.

vi. ***Opinion on whether teachers are involved in the operations of school budget***

Majority of the respondents feel that teachers are involved in the operation of school budget only to a small extent.

vii. ***Opinion on whether teachers are involved in making decisions about implementation of any new programmes in school***

Majority of respondents believe that teachers are either always or sometimes involved in making decision via-a-vis any new programmes that is implemented in the school

viii. ***Opinion on who would carry out their assignment most efficiently if given responsibility in school management activity***

Majority of respondents assume that both young and senior teachers would equally carry out their assignment efficiently if responsibility is given to them in school management activity

ix. ***Preferences on who should participate the most in school management programmes***

Headmaster is preferred by majority of respondents as the one who should participate the most in school management, while Supporting staffs are the least preferred.

Suggestion for improvement
The following suggestion were made for the improvement of school management

1. Educational leaders should increases teachers' actual involvement in decisions concerning their duties and opportunities for development and should also provide more sharing on issues concerning the school administration

2. The teacher must give his exclusive attention to the growth and development of the personalities of the children under his charge and settle disputes among students in an objective and fair manner.

3. The teachers should keep ethical behaviour in relation with fellow teachers and educational associates.

4. Range of conditions need to be placed in schools for teacher leadership to be successful, including a culture of trust and support.

5. Administrators must evolve a mechanism for inviting more participation of female teachers in different decisional domains of school administration.

6. Steps can be taken to recruit more male teachers to areas within the teaching profession that are predominantly female and to recruit more women teachers to areas within the teaching profession that are predominantly male.

7. Qualified, competent and adequate staffs are the main prerequisite for the effective functioning of a school. Besides, satisfactory service conditions and welfare
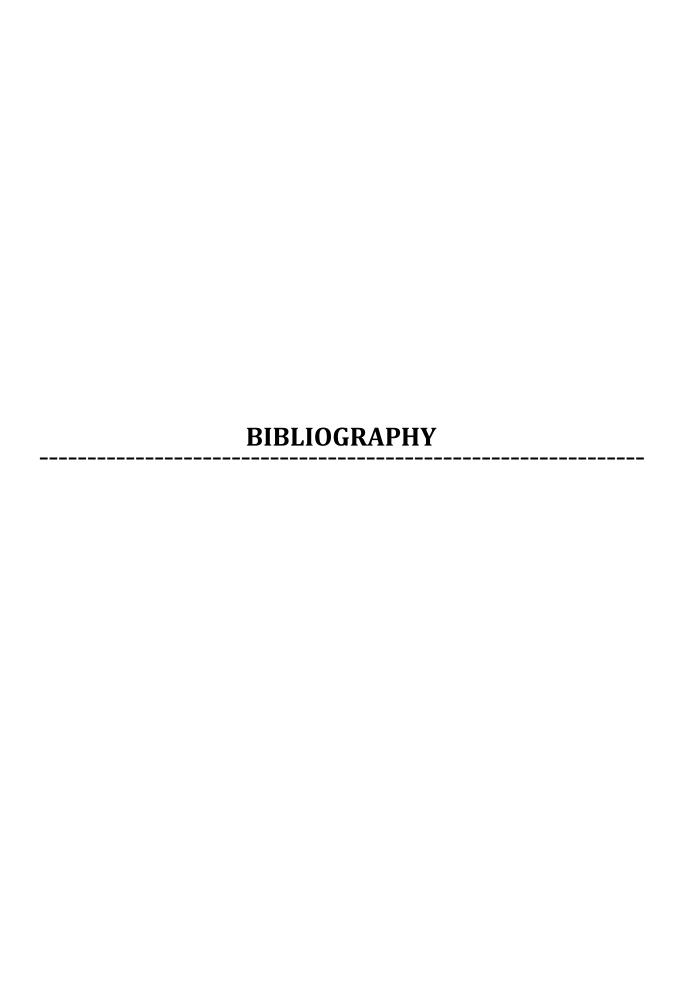
services should be made available to teachers for ensuring a high standard of work.

8. Maintaining discipline and inter-human relations for proper functioning of the school which predominantly depends upon the competency of the headmaster.

9. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution.

10. The headmaster should show respect to other personality, recognize the individual differences, give instruction and at the same time seek advice and suggestions from teachers.

11. A teacher cannot afford to be an autocrat. Present day education lays much stress on the inculcation of democratic ideals among the students.

12. Pupils' participation should be promoted through democratic administration in the management and organization of both curricular and co-curricular programmes.

13. A teacher must cooperate with his colleagues, head of the institution, parents and all others engaged in the welfare of children and other tasks.

14. It has been found that teachers close relationships with parents and students achievement as well as their behaviour are positively correlated. Thus, parent-teachers association may be formed for the purpose.

15. Teachers should establish rapport with parents to the extent that he and the parents share information which helps promote a child's academic, social and emotional growth.

16. Since the school is regarded as the centre of community development, it should maintain close liaison with the community.

17. Teachers should recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided.

18. In-service education should be provided to all teachers in order to help them update their knowledge and skills.

19. Teachers are to be assigned various responsibilities in organizing curricular and co curricular programmes according to their aptitude and interests. Nobody should feel that he is overloaded with work or that he is neglected.

20. The administration of the institution should be fully decentralized. The head, the teachers and the students should realize that they are equally involved in the functioning of the institution.

21. Staff meetings should be held regularly at least once a month. All staff members must attend these meetings and a real cooperative and academic spirit should prevail in them.

22. The teacher should attend conferences, workshops, seminars and meetings, field trips etc which tend to broaden their knowledge. Besides, teachers should express free and frank opinion when participating in professional meetings, seminars and conferences

23. Every educational institution, particularly private schools, should have a managing committee for maintaining discipline in the organizations, safeguarding the assets of the school, ensuring standard of teaching and facilitating the proper service conditions.

24. The attendance of the teachers should be recorded regularly and punctually in a register kept for the purpose. Teachers should not leave the school premises during school hours without the permission of the head.

25. Teachers should try to see through teacher's bodies and organizations that institutions maintain contact with the guardian of their students, send reports of their performance to the guardians in meetings convened for the purpose

26. There must be machinery for consultations between teacher organizations and educational authorities on curriculum, community relations, organization and administration, budgetary allocations, etc.

27. Good timetable should be prepared for efficient school administration. The school time table is a mirror which reflects the entire educational plan of the school.

28. The headmaster has to supervise the classroom teaching, examination, co-curricular activities etc and work done in the office. He must be constructive and creative

29. The school management should be above politics and religion. The school should not become a tool in the hands of any pressure groups and any political belief should not influences administration.

Suggestions for further research:

- Community Involvement in the Management of Secondary Schools
- Parents' Participation in government and non government Primary Schools in Aizawl: Perceptions and Experiences of Head teachers
- Elementary school teachers participation in school management
- A Study of the Leadership Styles of Head master In Relation To School Effectiveness

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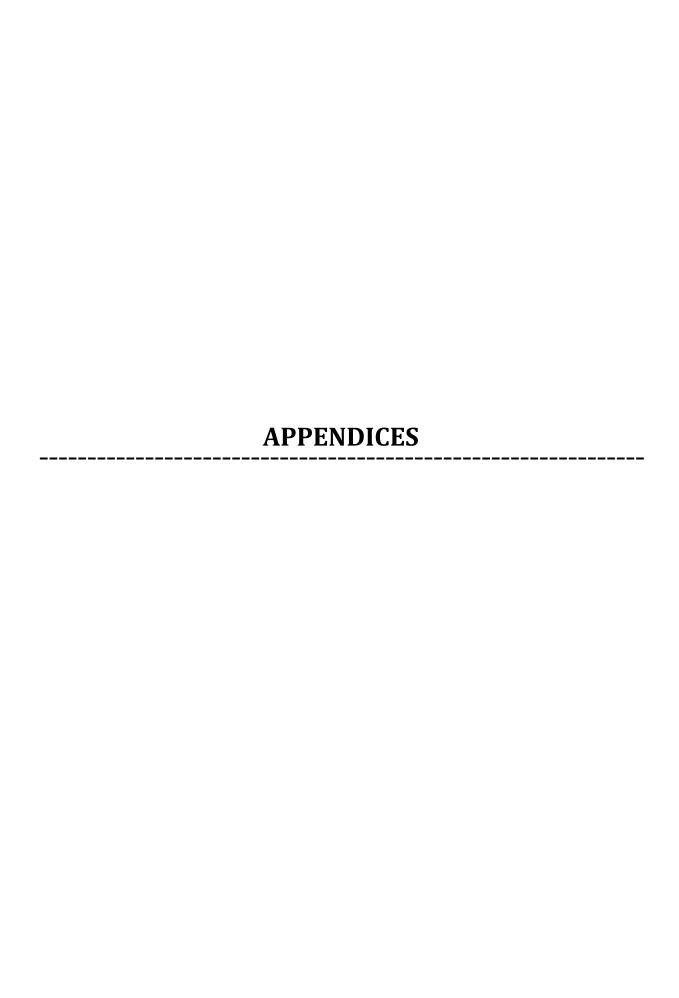Lundy, James . L. (1968). *Effective Industrial Management*. New Delhi.

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APPENDICES

APPENDIX - 1

TEACHER'S PARTICIPATION IN SCHOOL MANAGEMENT SCALE (TPSMS)

This scale is design to collect information pertaining to your participation in school management in the area of planning, organizing, communicating, controlling and evaluating. Data collected from this scale will be used for research purpose only. Please respond to all the statements.

Please fill in the following information's:-

Name……….

Age: Below 35 years ☐   36-45 years ☐   46 years and above ☐

Sex: Male ☐   Female ☐

Name of school……………………………………………………………………………………………………….

Educational Qualification: Graduate ☐   Post Graduate ☐

Professional Qualification: Trained ☐   Untrained ☐

Teaching Experience: Upto 5 Years ☐   6-20 years ☐   21 years and above ☐

INSTRUCTIONS

On the following some items are given which reflect your participation in school management. Please read each statement and respond according to the five response alternative as – Always, Frequently, Occasionally, Rarely and Never which suits your case by marking tick (√) on the cell below each favoured response.

SCORING TABLE

Areas	I	II	III	IV	V	Total
Scores						

Sln	Statements	Always	Freque-ntly	Occasion ally	Rarely	Never
1.	(II) I accept to supervise the co-curricular activities in the school when I am asked to do so by the Headmaster.	☐	☐	☐	☐	☐
2.	(II) I supervise the boarders when I am asked.	☐	☐	☐	☐	☐
3.	(V) I keep informing parents about their children's progress.	☐	☐	☐	☐	☐
4.	(I) I am ready to join with other subject teachers and work out common programs in need.	☐	☐	☐	☐	☐
5.	(II) I help in maintaining the school plant.	☐	☐	☐	☐	☐
6.	(I) I am involved while formulating the school calendar.	☐	☐	☐	☐	☐

7. (I) the Headmaster asks my suggestions while constructing the time table.

☐ ☐ ☐ ☐ ☐

8. (IV) I am involved in preparing the school budget.

☐ ☐ ☐ ☐ ☐

9. (IV) The Headmaster takes my help during the admission of the students to the school.

☐ ☐ ☐ ☐ ☐

10. (V) I actively participate in the medical examination of students.

☐ ☐ ☐ ☐ ☐

11. (II) I look after sanitary arrangement of the school campus.

☐ ☐ ☐ ☐ ☐

12. (III) I encourage the students to form literary club, science club, history club etc.

☐ ☐ ☐ ☐ ☐

13. (III) I attend the faculty meetings.

☐ ☐ ☐ ☐ ☐

14. (III) I actively participate in teachers association meetings.

☐ ☐ ☐ ☐ ☐

15. (II) I am asked to organize teachers association.

☐ ☐ ☐ ☐ ☐

16. (IV) I ensure protection of the school equipment and prevent damage.

☐ ☐ ☐ ☐ ☐

17. (IV) I try to convince the Headmaster to make adequate budget allotment for co-curricular activities.

☐ ☐ ☐ ☐ ☐

18. (I) I join with the Headmaster in planning the curriculum for that academic year.

☐ ☐ ☐ ☐ ☐

19. (V) I look after the physical conditions of the class like seating arrangement, ventilation etc.

☐ ☐ ☐ ☐ ☐

20. (I) the Headmaster seeks my help while deciding the objectives of the school.

☐ ☐ ☐ ☐ ☐

21. (III) I am asked to organize teacher parent meetings.

☐ ☐ ☐ ☐ ☐

22. (III) I am asked by the Headmaster to arrange for staff meetings.

☐ ☐ ☐ ☐ ☐

23. (III) The Headmaster seeks my help while orienting new teachers in the school.

☐ ☐ ☐ ☐ ☐

24. (III) I join the Headmaster while holding follow-up conferences with teachers.

☐ ☐ ☐ ☐ ☐

25. (V) The Headmaster takes my advice while selecting instructional materials for the school.

☐ ☐ ☐ ☐ ☐

26. (IV) The headmaster asks my suggestion while introducing innovative methods in the school.

☐ ☐ ☐ ☐ ☐

27. (II) I am involved in maintaining the discipline of the school.

☐ ☐ ☐ ☐ ☐

APPENDIX - 2

OPINIONNAIRE ON MATTERS RELATING TO SCHOOL MANAGEMENT

1. Does your headmaster seek the teachers' viewpoints in matters of school governance?

   a) Always ☐   (b) Sometimes ☐   (c) Never ☐

2. To what extent teachers should participate in school management activity?

   (a) In all school management activity ☐

   (b) In selected management activity ☐

   (c) In classroom management activity only ☐

3. Do you think teachers' participation in school management influence school internal discipline?

   (a) To a great extent ☐

   (b) To small extent ☐

   (c) Not at all ☐

4. Who do you think would perform best if given responsibilities in school management activities?

   (a) Male teachers ☐   (b) Female teachers ☐   (c) Both ☐

5. Do you feel teachers have the freedom to make decisions on how to implement the curriculum?

   (a) To a great extent ☐

   (b) To some extent ☐

   (c) Not at all ☐

6. Are teachers involved in the operations of your school budget?

   (a) To a large extent ☐

   (b) To a small extent ☐

   (c) Not at all ☐

7. Are teachers involved in making decisions about implementation of any new programmes in your school?

   (a) Yes ☐   (b) No ☐   (c) Sometime ☐

8. Whom do you think would carry out their assignment most efficiently if given responsibility in school management activity?

   (a) Younger teachers ☐   (b) Senior teachers ☐   (c) Both ☐

9. Who do you think should participate the most in school management programmes? (Write according to preference, giving 1 as the most preferred and 4 as the least preferred)

   (a) Community   (   )

   (b) Teachers   (   )

   (c) Headmaster   (   )

   (d) Supporting staff   (   )

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : IMMANUEL LALRUATSANGA

DEGREE : M.Phil

DEPARTMENT : Education

TITLE OF DISSERTATION : Participation of secondary school teachers in school management with reference to their gender, teaching experience and type of management in Aizawl city.

DATE OF PAYMENT OF ADMISSION : 8/08/2014

(Commencement of First Sem)

COMMENCEMENT OF FIRST SEM/DISSERTATION : January 2015

(From conclusion of end and semester exams)

APPROVAL OF RESEARCH PROPOSAL

1. BOS in Education : 13.05.2015
2. SCHOOL BOARD : 21.05.2015

REGISTRATION NO. & DATE : Mzu/M.Phil./205 of 21.5.2015

DUE DATE OF SUBMISSION : 31st December, 2015

EXTENSION (IF ANY) : Upto 31st, July 2016