

**PARTICIPATION OF SECONDARY SCHOOL TEACHERS OF  
AIZAWL CITY IN SCHOOL ADMINISTRATION**

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**PARTICIPATION OF SECONDARY SCHOOL TEACHERS OF AIZAWL CITY  
IN SCHOOL ADMINISTRATION**

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**Submitted**

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Philosophy in Department of Education of Mizoram University, Aizawl**

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**CERTIFICATE**

This is to certify that the work incorporated in this Dissertation entitled “**Participation of Secondary School Teachers of Aizawl City in School Administration**” is a bonafied research work carried out by **Lalrinnggheta Kawlni** under my supervision for his M.Phil. Degree and the same have not been submitted previously for any degree.

**Dated: Aizawl**

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## **DECLARATION**

Mizoram University

July 2019

I **Lalringheta Kawlni**, hereby declare that this dissertation entitled “**Participation of Secondary School Teachers of Aizawl City in School Administration**” is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Instituted.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

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Date: Aizawl

The.....

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## **CHAPTER - I**

### **INTRODUCTION**

The goals of education are realized through the useful functioning of schools and other educational institutes. A lot of planning and policy-formulation is required in developing books, training teachers, setting up and the maintenance of schools, completing the curriculum transaction, evaluating students' performance and so on. Besides the teachers, there are many other parties who guide and help in accomplishing educational goals smoothly. These goals may not be fully accomplished if the principles of the educational institutions do not extend the support of their leadership.

Administration is known to be more concerned with rules and regulations, more rigidity, high degree of centralisation and bureaucratic control. Hence "administration" has started giving way to management not only in trade, industry, commerce etc, but also in education. Administration is usually connected with preparation of institutional plan, providing materials, facilities, budgeting, financing, schedules, maintaining discipline, supervision, organisation of staff meetings, and maintenance of different registers and records, all concerned with improving the total teaching-learning process. Administration is related to totality of the school organisation whereas academic supervision is a part of administration.

## **1.1 Definitions of Administration:**

The word 'administration' is derived from Latin word 'minister' which means, 'service'. Etymologically the word came to a welfare work in the service of others. The traditional meaning of the term 'administration' was perform, take responsibility of or accomplish. From this concept, administration may be considered as management of an organisation or institution. Administration is defined by many scholars in different views:

According to Gregg (2004), "administration is the total of the proceeds through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise".

According to Good (2007), "All those techniques and procedures employed in operating the educational organisation in accordance with established policies, is defined as administration".

According to Ryburn (2007), "Administration is not primarily concerned with arrangements, timetable, scheme of study; type of building, records etc., but it is concerned with the attitude of our work and with the children with whom we work. Thus school administration means the practical measures which are adopted to ensure that the system of our work, which we will use, to be of maximum assistance in carrying out our aims of education and for the benefit of children".

According to Brook (2004), “Administration is the capacity to coordinate many and often conflicting social energies in a single organism, so adroitly that they shall operate as a unit”.

According to Sears (2016), “In education, administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning, oversight, direction, organisation, control, guidance and regulation”.

According to Singh (2013), “School administration is the hub of the educational process. All the plans, policies and practices are bound to fail unless and until there is a sound administration in school”.

According to Balfour (2016), “Educational administration is to enable the right pupil to receive the right education from the right teachers at a cost within the means of the state, under conditions which will enable the pupils best to profit by their training”.

According to Kefauver (2004), “Educational administration approaches statesmanship when there are clearly formulated long-term policies and objectives, and when day-by-day activities and problems are dealt with under the guidance of the perspective given by such long-term policies”.

According to Knezevich (1984), “Educational administration is the process concerned with creating, maintaining, stimulating and unifying the energies within an educational institution towards realization of the predetermined objectives”.

According to Sergiovanni (1984), “Educational administration is considered with the process of administering, the execution of public affairs in educational organisations, the performance of executive functions, the guiding, controlling and directing of educational organisations, and the judicious use of means to accomplish educational ends”.

According to Aderonmu & Ehametalor (2018), define educational administration as “essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized”.

Encyclopaedia of Educational Research defines (2007), “Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of children and youth but also with the growth of adults and particularly with the growth of school personnel”.

## **1.2 School Administration:**

School administration is results that contain together function of a large number of persons whereby the entire structure of education in the school is support in good working conditions. School administration is significant in making the teachers perform well, in realizing the objectives of the course and in supporting the students to achieve well in examination. It has large duty in assisting teachers, support, personnel and students to improve and accomplish more. School supervisors need to offer recommendation to a teacher in work well done. Teachers need to feel that their efforts

are understood. At the same time, they must become essentially motivated in becoming prominent teachers. The school administrator believes that he/she has as the most goals to assist in attaining students' best accomplishment. By showing interest in classroom teaching being determined and providing assistance. When needed, the administrator show suitable and a caring attitude for teachers and student. Administrators are required to assist each teacher to develop well professionally. The school administrator then provides a good style for teachers to imitate.

### **1.3 Differences between administration and management:**

The differences between administration and management are the following:

1. Administration is an act of conducting the total organization by a group of people whereas management is a planned of managing people and things within the organization.
2. Management is an activity of establishment at an operational level, whereas administration is a high functional level activity.
3. Policy formulation is performed by the administration whereas management focuses on policy performance.
4. Functions of administration consist of legislation and determination, while functions of management are decision-making and governing.
5. Administration takes all the main decisions of the association whereas management makes decisions under the restrictions set by the administration.



6. A group of persons, who are workers of the organization, are collectively known as management, whereas administration represents the owners of the organization.
7. Management is all concerning plans and actions, whereas the administration is concerned with framing policies and situation objectives.
8. Management act as an executive role in the organization. Unlike administration, whose function is important in nature?
9. The manager looks after the running of the organization, whereas administrator is dependable for the administration of the organization.
10. Management focuses on managing people and their work, whereas administration focuses on making the best potential operation of the organization's property.

#### **1.4 Elements of School Administration:**

School administration is a process, which provides incentive to action gives direction to activity and energises effort. It checks wastage and stagnation in the field of education and ensures fullest utilisation of effort and resources of men and materials. Thus, administration is a complex process and consists of the following elements and aspects. They are: i) Planning, ii) Organising, iii) Communicating, iv) Controlling and v) Evaluating.

- 1) **Planning:** Planning includes establishing goals, policy-formulation and decision-making. Planning involves the specification of anticipated learning output, learning conditions, and criteria for evaluating results. It also requires a design for verifying learning results and learning conditions. How will the teacher really know whether the

planned learning conditions were in fact actualized or not? It is important for teachers to have access to a variety of resource persons during planning activities. Aims and goals of education are set at the top level administration with the help of education commissions and committees, the members of which are taken from apex educational institutes and other established educationists from the field of education. For example, Principal/Headmaster may plan how to execute the curriculum transaction through the teachers, how to decentralise his/her authority for organising various activities, like delegating his/her authority to examination in-charge, morning assembly in-charge, academic supervisor, etc.

2) **Organising:** Organisation is a very important task. It is a process for executing the plans, the machinery for doing work. The human and material resources are different and multifarious elements, which have to be selected, arranged and operated to make them a functional whole. Poor organisation leads to wastage and bad results and efficient organisation gives success and good outcomes. Interpersonal relations have to be improved in order to make an organisation effective and adequate. When the goals have been determined and the policies have been formulated, the top level administrators proceed to pass on these goals and policies to the middle level administrators so that they can further take the steps for realising the goals from the supervisory level administrators.

3) **Communicating:** Communication means exchange of ideas and information in such a way that the recipient of message understands it in the same spirit as the sender wishes him/her to understand. So common understanding is the essences of

communication. Communication is one of the most important facilitators of teacher effectiveness, without which, fact, ideas and experiences cannot be exchanged. In this area pertains to, how teacher exchange his ideas between himself and his colleagues, head of the school, students and parents.

4) **Controlling:** It is ensured that the task performed to accomplish the goals is in conformity with the plan. It is the process of measuring and monitoring performance. The supervisor, responsible for controlling, compares results with plans and takes corrective action when required. Control is required in all spheres of the educational process setting up the aims and objectives, formulation of procedures and techniques, providing equipments, finance, public relations, etc - to achieve our objectives. The main purpose of exercising control is to bring about improvements both qualitatively and quantitatively and to contribute to the realisation of the goals. The techniques of control are the policies. The budget, auditing, timetable, curriculum, personal records, periodical reports etc. serve as a very good measure to keep all concerned on the right track.

5) **Evaluating:** Evaluation is an essential part of the administrative process. It is based on the assumption that performance can be measured and compared with set standards or values. Evaluation permeates the whole administrative process and is continuous. Since administration involves a chain of activities, continuous evaluation of all these aspects should be part of the whole system. In order to assess the achievement and shortcomings, periodic or continuous and formal or informal evaluations have to form

an essential component of administration. This is necessary for rectifying the defects and bringing about improvements in the light of past experiences that may be either failure or success or both.

### **1.5 Scope of School Administration:**

The educational administration is vast and extends over diverse fields. Any problem of administration is afraid with its scope. These problems are solved on the basis of a broad social view and the way of life the people of a country. We can mostly divide into the scope of educational administration based on the various activities performed by it.

Tead (2006), “The scope of general administration comparative than five areas, viz .,Production, Assuring Community, Finance, Staff and Coordination. These five areas to the field of education we get under the following:

1. **Production:** It refers to the social activity of work for which an establishment is set up. It means that understanding of the goals of education which have been set up by society. Educational administration has to explain the aims of education to the educational workers so that they may shape the final result of education (the achievement of the pupils) in the request type and character.
2. **Assuring community Use:** It means that the activity and the result, of the effort of the organization, the goals and forces are formed must be such that they are acceptable to the community and of use and benefit; because it is for this that the community has set up the organisation. It is the business of educational administration

to define the operations needed, to make them known and to promote them so the final educational product is good for public use.

3. **Finance:** It refers to the acceptance and spent of money invested in the activities of the organisation. Educational administration is also about with receiving and spending money necessary for the operation and activities of the educational machinery. It should be record and measure the monetary and other resources invested in the educational enterprise and also evaluate the inputs and outputs.

4. **Staff:** It is the framing and process of policies and actions for recruitment of workers and maintenance of goodwill and personal relationship among them in order to ensure fullest interest, cooperation, morale and loyalty of all the persons working in the organisation. This is especially important for the educational enterprise where the whole work is centred round the impact of one type of human beings, the teachers, upon another type of human being, the students. The scope of educational administration, therefore, spreads over the personnel.

5. **Coordination:** It is main force of educational administration. It ensures the close inter-relation and integration of all the functional activities of the organisation such as personnel, finance and production of desired results. Such integration has to be brought about not only of the structure of the organisation but also of the attitudes and efforts of the workers, so that all of them pull together in the direction of the demand goals and achieve them.

6. **Legal Structure:** Educational administration decides the legal structure of the whole process of educational administration. It refers to the policy and system that have

to be framed with a view to the find out of the agencies of education. It also decides the types and standards of educational institution, powers and functions of the controlling authorities, their responsibility and obligations, decentralization of school management and also to set up organisational and administrative machinery.

7. **Curriculum:** It is the way of obtaining the goals of education. Educational administration has to share with the problem of curriculum construction and its day to day development. It has also to look after the continuous evaluation and progressive improvement of the educational programme which are directly called for in view of the regularly going on scientific, technological and social changes. Administration should develop a comprehensive up-to-date and balanced curriculum with a view to keep pace with the consequences of knowledge explosion. As a result of this students can develop true knowledge, skills, proper interests, attitudes and values. Administration has to pay close attention to a very broad, varied, dynamic, flexible curriculum to cope with change as time and situation demands”.

#### **1.6 Role of teachers in school administration:**

Teachers have a large responsibility to take part in the educational, society and still in the political reconstruction of the nation. Teachers are the real nation planners. On them trust the upcoming of the school, the village, the country and, in fact, the whole of humanity. Dr. S. Radhakrishnan (2004), said “The teacher’s place in society is of vital importance. He/she acts as the pivot for the transmission of intellectual traditions and technical skills, from generation to generation and helps to keep the lamp

of civilization burning”. The teacher is a powerful backbone of the school. An Institution or 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 importance need for the source of education today than the need for strong manly men and motherly women as teachers for the young. The National Policy on Education, 1986 comments thus on the role of teacher: “The status of the teacher reflects the socio-cultural ethos of a society: it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community”. Hence, the teacher is another vital part of the school. Secondary Education Commission “Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right method of teaching and the right kind of teachers”.

### **1.7 Types of school management:**

The authority, which runs a school, determines its types 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 and supervision 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 grant from the state governments. 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 secondary. These private agencies consist of religious bodies, denominational bodies, missionaries, co-operative 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.

### **1.8: Rationale of the study:**

The primary objective of research in school administration is to improve administrative patterns and practices to bring efficiency in school organisation and classroom management and this helps in the betterment of educational standards by improving instruction. It is essential as it would enable educationists and school administrators to plan improved developmental programmes and to modify the



administrative patterns and organisational structures in accordance with the changing and over expenditure process in which new development take place continuously depending upon the changing needs of the school. School administration is concerned with the organisational climate, leadership behaviour, teacher morale, and attitude towards educational and administration. The environment of the institution affects the teachers and their teaching; the morale leads to group works with collective purposes to fulfil the educational aims and objectives.

The present study focuses on the teachers' participation in school administration. The main aim of the study was to understand the participation level of secondary school teachers of Aizawl city. The study also aimed to determine different types of organisation commonly existing in the school administration, like organisational climate, leadership behaviour, teacher morale and attitudes towards school administration. Keeping all this things in mind, the investigator has made attempt to know the facts concerning teachers' participation in school administration and has tried to proceed to answer the following questions:

### **1.9: Research Questions:**

1. What is the participation level of secondary school teachers of Aizawl city in school administration?
2. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to gender?

3. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to management of schools?
4. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to their length of teaching experience?

#### **1.10: Statement of the Problem:**

Occasionally, the functions of secondary school teachers in school administration are not specifically stated. Apart from teaching and administration of the classroom, some teachers do not seem to have any responsibilities in other areas of school administration. While some teachers do not even take any responsibility in classroom administration, other teachers seem to be part and parcel of the whole administration of the institution. While some schools gave more responsibilities in school administration to senior teachers, other schools gave more responsibilities to young and energetic teachers. The administration system of government and non government schools may also be different. Therefore, in order to find out the participation level of secondary school teachers of Aizawl city in school administration, the present study is labelled **“Participation of Secondary School Teachers of Aizawl City in School Administration”**.

### **1.11: Operational Definitions:**

**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.

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

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

### **1.12: Objectives of the study:**

The objectives of the study were:-

- i) To find out the level of participation of secondary school teachers of Aizawl city in school administration.
- ii) To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.
- iii) To compare the participation of secondary school teachers of Aizawl city in the different areas school administration with reference to gender.

- iv) To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience.
- v) To suggest measures for improvement of the present school administration practices on the basis of present findings.

**1.13: Hypotheses of the study:**

The hypotheses of the study were:-

- i) There is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.
- ii) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.
- iii) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.
- iv) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.

- v) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
- vi) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.
- vii) There is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.
- viii) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.
- ix) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.
- x) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.

- xi) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.
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- xiv) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.
- xv) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.
- xvi) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.

xvii) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.

xviii) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature for the present study. The review was undertaken to provide an empirical support to the conceptual framework of the study. Literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. The investigator has divided the work under two groups:

- Conducted in India
- Done abroad

#### 2.1 CONDUCTED IN INDIA

**Prabhakar and Rao (2011)** study was titled ‘School base management: An analysis of the planning framework and community participation’. The sample size consists of 188 secondary schools – about 34% of the population was selected through stratified sampling technique. The investigators used to primary data were collected through self designed questionnaire and interview schedules. The major findings of the study reveal that the planning framework is weak in public schools while it is well built in privately-run schools. These research studies suggests that 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.



**Riti (2012)** investigated a study on Teacher effectiveness in relation to school organizational climate and administrative behaviour of school heads of Himachal Pradesh. The sample size consists of 350 teachers at secondary level and all the 60 schools heads was drawn from these schools. The major findings are: Different types of school organizational climate existed in different schools. Teacher effectiveness of teacher teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. There is no significant difference was found in the teacher effectiveness between male and female teachers. The teacher effectiveness significantly differed in schools with different types of school organizational climate. It is a significant difference in the administrative behaviour of school heads across different school organizational climate. Administrative Behaviour had a significant and positive effect on the teacher effectiveness.

**Sodhi (2012)** investigated a study on 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). The study was conducted on a sample size of 75 senior secondary schools (45 rural and 30 urban) were selected. Further all the teachers (totally 450) working in these schools were administered research tools, namely school organizational climate, teacher effectiveness scale, teacher attitude inventory and job satisfaction scale. The major findings of the study revealed that the secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climates 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.

**Shalmani and Praveena (2013)** examined the influence on Gender and type of school on leadership behaviour among school teachers. The sample size consists of 434 primary school teachers were selected from primary schools in Mysore city, India. The tool used to measure the leadership behaviour was Ideal Leader Behaviour – Form XII by Stogdill (1963). Descriptive statistics and two ways ANOVA was used in the study. The first aim of this study was to examine the differences between men and women teachers with respect to their perceived leadership behaviour, and the second aim was to examine the differences between private and government school teachers with respect to their perceived leadership behaviour. The major findings of the study revealed that male and female teachers scored equally on leadership behaviour. School type had significant influence over leadership behaviour, where teachers working private schools had higher leadership behaviour scores compared to teachers working in government schools.

**Vishalakshi (2013)** examined ‘Teacher effectiveness emotional intelligence and self esteem of secondary school teachers a co-relational study’. The sample size consists of 230 secondary school teachers in Mysore district. Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha (1974), Modified version of Emotional Intelligence Scale by Krishnappa V.K. (2008) and Cooper smith’s Self-Esteem Inventory Adult Form (1967, 1981) were used to collected data. The revitalization and strengthening of the education system depends on teachers. They play crucial role for the up liftmen of

educational standards in the country. This demands teachers to be more effective in the classroom, be optimistic with high self-esteem and emotional intelligence to influence the students and enable them to achieve better, become good citizens and contributing personalities. In the present study, it is purported to analyze the level of Teacher Effectiveness, Emotional Intelligence and Self-esteem of secondary school teachers, and to find out the relationship among these variables. The major findings are: Male and Female Secondary School Teachers of different Age groups, Qualifications and Teaching Experience do not differ in their level of Teacher Effectiveness. There is significant difference between Male and Female Secondary School Teachers in Emotional Intelligence and Self Esteem. 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.

**Attri (2014)** study was titled ‘Teachers’ participation in school administration: A study on gender difference’. This researcher used descriptive research method. The major findings of the study revealed that male trained graduate teachers working higher on planning and communicating than female trained graduate teachers in government school. Also, private school male teachers are higher than female teachers on controlling. It also inferred that private school male and female trained graduate teachers are similar on, planning, organizing, evaluation and overall participation in school administration.

**Hema (2014)** investigated a study on ‘Participation of secondary grade teachers in school administration. The sample selected consists of 100 teachers teaching in government, government aided and private schools of Thanjavur district of Tamil Nadu. The standardized tool (Teacher's Participation in School Administration Scale-TPSAS) was used for collecting data. Mean, Standard deviation, T-test and F-test are used for analyzing the data. These studies teachers play a major role in schools both academically and by participating in school administration for ensuring quality education for students. The major finding of the study reveals that the secondary grade teachers have more participation in school administration. These researches studies that 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)** examined ‘Teacher’s participation in decision making: Gender specific roles. Data was collected from 281 university teachers. The studies were justifying the need for Participative Decision Making (PDM) in educational organizations too, and reflect it as an important contributor to successful educational management. The study focuses on teachers’ actual and desired participation in different decision situations under multi-domain evaluative approach. The major findings are: 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. Both male and female teachers have highest participation in Institutional domain decisions.

**Sharma and Godiyal (2015)** study was titled ‘Adjustment levels of the private and government schools male and female teachers’. Major finding of the study that though the government and private school teacher are at the same level of adjustment and the female teachers are better adjusted than the male teachers.

**Kottennavar (2016)** investigated a study on ‘Teachers’ participation in school administration and attitude towards teaching profession of secondary school teachers working in different secondary schools of Belagavi district in Karnataka’. The sample size consists of 200 teachers were selected by using random sampling technique. The major findings 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. The mean scores of teachers’ participation in school administration are more than the attitude towards teaching profession of teachers.

**Lalruatsanga (2016)** study was titled ‘Participation of secondary school teachers in school management with references to their gender, teaching, experience and types of management in Aizawl city’. This researcher used descriptive research study. The sample size consists of 120 secondary school teachers (60 of government and another 60 of non-government teachers) in Aizawl city. The standardized tool “Teacher’s

Participation in School Administration Scale” by Hassen Taj (2000) and the researcher developed opinion questionnaire were used for data collection. The major findings of the study revealed that majority of teachers have average participation in school management. And male teachers participated more actively, whereas female teachers participated less actively in the school management.

**Naik, Dutta and Samanta (2016)** examined a competitive study on different dimension of teacher’s participation in school administration among government and private teachers of secondary schools. The sample size consists of 100 teachers who were selected using “simple random sampling” as the sampling technique for collecting data from teachers, including males and females of secondary schools. The study was used “Teacher’s Participation in School Administration Scale” for the tool of data collection. This scale was developed by Haseen Taj (2000). The researchers choose 8 secondary level schools of Bilha and Kota Blocks of Bilaspur district in Chhattisgarh. The researchers collected the data and analysed by using statistical techniques by using mean, SD, SED and t-test. School teachers’ participation, from all sectors of this field of teaching, in the school administration makes teachers to gain a lot of professional experiences, reinforce the teacher and increases self-confidence in job, job efficiency, and commitment towards job, job efficiency and job efficiency. This result can be seen as there are significant differences in some dimensions of teacher’s participation like communicating, evaluating or controlling among government and private secondary school teachers in their participation in school administration but in some the dimensions like planning and organizing the researchers found no differences.

## 2.2 STUDIES DONE ABROAD

**Mualuko, Mukasa and Achoka (2009)** study was titled ‘Improving decision making in schools through teacher participation’. The sample of the study comprised of 123 teachers of 12 schools in Kilome and Kaiti Divisions of Malueni District in Kenya. These researchers tool used Participatory Decision Making Questionnaire (PDMQ). The major findings of the study which revealed that teacher desired greater involvement in decision making than they were currently involved. The study was also 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)** conducted a study on Influence of teachers’ participation in decision-making on job productivity in secondary schools. The sample size consists of 96 teachers and principals of six senior secondary schools in Lagos State. The major findings of the study 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. The study 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.

**Gokturk and Mueller (2010)** examined ‘Multidimensionality of teacher participation in school decision making, understanding the nature of the relationship between teachers’ sense of empowerment and school effectiveness is problematic’. The data analyzed in this study were derived from the nationally representative study of public and private schools, administrators and teachers from the National Centre for Education Statistics (1994) Schools and Staffing Survey (SASS). SASS includes four linked questionnaires: School, Teacher Demand and Shortage, School Administrator and Teacher Questionnaire (TQ) using a national probability sample of 5,822 public high school teachers in the US. The findings of this study increase our confidence that participation is, in fact, multidimensional and it cannot be understood if its multidimensionality is ignored. In addition, the results of this study clarify the dimensionality of the technical domain.

**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. The responses of the randomly sampled 3,318 students and 612 teachers to the questionnaire used for data collection. 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.



**Kipkoech and Chesire (2011)** conducted a study on teachers' involvement in managerial decision making in secondary schools within Keiyo district. The study was collected from a sample of 17 head teachers, 17 deputy head teachers, 51 head of departments and 51 class teachers. The study was used instruments of data collection were: questionnaires, and interviews. The major findings of the study revealed that teachers in secondary schools are involved in managerial decisions but at lower levels. The study was also recommends that head teachers evaluate and identify teachers' needs on managerial decisions in order to facilitate further training on the same.

**Mahmood, Nudrat, Asdaque, Nawaz and Haider (2011)** study was to investigate 'job satisfaction of secondary school teachers: A comparative analysis of gender, urban and rural schools'. The study descriptive in nature and Minnesota satisfaction questionnaire was used to collect data. The data were collected from 785 teachers selected from all Public High schools (192) in one district. The findings of the study teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. The study female teachers were more satisfied than their male counterparts. And also the study was no significant difference between urban and rural teachers' job satisfaction.

**Olorunsola and Olayemi (2011)** this study examined teachers' involvement in decision making process in secondary schools in Ekiti state, and also investigated whether teachers' involvement in decision making process is related to their personal characteristics. The study was conducted on a sample of 200 teachers who were selected

using a stratified random sampling technique was used to select teachers from five different local government areas of the state. The study was a questionnaire titled teachers decision making questionnaire (TDMQ) was designed by the researchers. The study was used in an instrument to administer in five local government areas of the state out of the sixteen local government areas in the state. The major finding of the study was found that secondary school teachers in Ekiti State are significantly involved in decision making processes. The study also 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.

**Altinkurt and Yilmaz (2012)** conducted a study on ‘relationship between school administrators’ organizational power sources and teachers’ organizational citizenship behaviours’. The sample size consists of 275 participants. The researchers used a stratified randomly sampling method. The tools used by “Administrators’ Organizational Power Sources Scale” and “Organizational Citizenship Behaviour Scale”. The major findings are: The primary school teachers included in the study highly displayed organizational citizenship behaviours. The primary school teachers thought school administrators fully used power sources at a high level. The study was conducted on school administrators used legitimate power the most and the following respectively: expert power, coercive power, referent power and reward power the least. There was no correlation between the power sources except for coercive power and organizational citizenship behaviours. When the other variables were examined, there

was a moderate positive correlation between coercive power and organizational citizenship behaviours.

**Kariuki, Majau, Mungiria and Nkonge (2012)** investigated a study on ‘Challenges faced by deputy head teachers’ in secondary school administration and the strategies’. The study was collected from a sample size consists of 224 respondents comprising of head teachers, deputy head teachers, senior teachers and head boys/girls. Descriptive method was used to analyze data collected using questionnaires for the head teachers, deputy head teachers, senior teachers and head boy(s)/ girl(s). The study was include lack of sufficient 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. The major finding of the study reveals that deputy head teachers have adopted both professional and un-professional strategies to tackle the challenges they face.

**Kiprop and Kandie (2012)** study was titled ‘Teacher participation in decision making in secondary schools in Baringo district’. The study was used descriptive survey design. The study was conducted on a sample size consists of 13 schools selected, 13 Head teachers and class teachers who were purposively selected while 104 teachers. The major findings of the study reveal 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.

**Omubude and Igbudu (2012)** investigated a study on ‘The influence of teachers’ participation in decision making on their job performances in secondary schools in Oredo Local Government Area’. The study was also examined ‘Teachers’ participation in decision making in both public and private schools’. The study was identified job performance of both male and female teachers in secondary schools. The researchers were used ex-post-facto design study. The major findings are: 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. 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.

**Samkange (2012)** study was titled ‘Teacher involvement in decision making: A case for school administration and management in Zimbabwe’. The investigator study was conducted on establishing the extent to which primary school teachers in the selected primary schools were involved in decision making in various areas in their schools. The major findings are: Almost all the teachers in the sample wanted to be

involved in all areas of decision making identified in the study. 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. School administration and management should become major workings of the teacher-training programmes at colleges to prepare school heads and teachers for their changing roles in a democracy.

**Wadesango (2012)** study was titled ‘The relationship between teacher participation in decision-making and organizational commitment’. The sample size consists of 5 school heads and 20 secondary school teachers. Interpretive qualitative research methodology and a case study research design was used in the study. The investigator study was conducted on data collected through face to face interviews, documentary analysis and observation of two staff meetings per school. The major findings are: Insignificant teacher participation in critical school issues resulted in low commitment and low job satisfaction. Teachers were not significantly involved in decision-making. Most of the decisions were made by school heads and passed on to teachers for performance.

**Mosheti (2013)** investigated a study on Teacher participation in school decision making and job satisfaction as correlates of organizational commitment in senior schools in Botswana. The researcher was using a 5-point Likert Scale ranging from Strongly Disagree to Strongly Agree. The major findings of the study are teacher

participation in decision-making was higher for those 41 years and older than for those 31-40 or those 21-30. No gender differences were noted in all the three variables. Commitment to their current school, teachers with qualifications other than a master's degree scored higher than did teachers with a master's degree.

**Sarafidou and Chatziioannidis (2013)** study conducted on 'Teacher participation in decision making and its impact on school and teachers'. The sample size consists of 143 teachers working in primary schools located in different areas in Greece. The function of this study is to examine teacher involvement in different domains of decision making in Greek primary schools and explore associations with school and teacher variables. The investigation was conducted on a survey employing self-administered questionnaires and Likert-type scale assessing teachers' actual and desired participation in three domains of decision making. Scales measuring supposed school climate, self-efficacy and job satisfaction were also integrated.

**Yousuf, Parveen and Dahar (2013)** conducted a study on Teachers' participation in school administration at elementary schools of Punjab. Descriptive research method was used in the study. The sample size consists of 200 elementary school teachers from five different districts of the province. The researchers were conducted on questionnaire titled 'Teachers' Administrative Participation Questionnaire (TAPQ) designed by the researchers on five points Likert's scale. The major findings of the study are a few teachers were integrated in various committees to support administrative affairs of school. Teachers' participation in office management was not

found obvious. A few teachers participate in school community relation to operate community leadership for the development of school programs.

**Wadesango and Bayaga (2013)** investigated a study on Management of schools teacher involvement in decision making process. The study was conducted on qualitative research methodology and case study research design. The sample size consists of twenty five school teachers and five school heads from Gweru District. Data collected face to face interviews and documentary analysis. The major findings of the study are teachers were not concerned in the allocation of teaching load in most of the participating schools. It also emerged that if a teacher is deployed to teach a subject where he/she has lower ability.

**Argyriou and Iordanidis (2014)** study was titled ‘the importance school headmasters attach to a number of activities associated with Management and Administration Issues in Greek Secondary Schools: Self-Evaluation of the Head Teacher Role he effective performance of their duties’. The study was consist of establishment and realization of a common vision and mission of the school unit as well as its culture identification and formation, teaching and tutoring of students, management and development of the educational personnel, conducting of administrative affairs and management of resources and good relations with parents, entities of external environment of the school unit, and the local community. The study was used 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. The study was found that the headmasters consider activities regarding their bureaucratic role as well as their leading behaviour as very important at very high percentages.

**Brown and Owusu (2014)** conducted a study on ‘influence of head teachers’ management styles on teacher motivation in selected senior high schools in Ghana’. The study was conducted to look at and explain how head teachers informal relationship with teachers serves as a motivation for teachers to work to achieve institutional goals. The sample size consists of 100 senior high school teachers and 10 head teachers in the Sunyani Metropolis. The major findings of the study were most teachers see their heads as bosses and not as friends. Again, 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. The study was recommended that the 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)** investigated a study on Teachers’ involvement in school decision-making of secondary schools of Jimma Town. Descriptive survey method was used in the study. The sample size consists of 202 respondents (157 teachers, 11 principals, 28 PTAs, 3 educational office and 3 teachers’ association officials) were selected by purposive sampling method. Percentage, weighted mean and independent sample t-test were used for analysing the data. The finding of the study was revealed that teachers’ involvement in all areas of school decision-making of secondary schools



in general was unacceptable; and they participated most in issues related to student disciplinary problems and least in school building. School leaders and PTA practices in encouraging teachers' involvement in school decision-making was found to be unsuccessful. It was concluded that teachers role in school decision-making not have been given due emphases in this study. Finally, the study called for the need to facilitate condition in which trained principals in school administrative will be assigned, providing extrinsic reward to teachers with exemplary performance in their profession, establishing a collaborative relationship among teachers, treating and motivating all teachers equally and the school leaders and PTA should communicate and give clear information on the issues related with school planning, income generation and school budget and school building to develop the sense of transparency in between teachers and school leaders were also some of the major recommendations forwarded in order to improve teachers' involvement in school decision-making.

**Goksoy (2014)** study was titled 'Participation of teachers in school administration and their organizational citizenship behaviours'. Descriptive research was used in the study. The major findings of the study were male teachers had more roles in school administration compared to female teachers. The views of male teachers regarding participation in school administration are at higher levels and more experienced and matured teachers think positively about participation in school administration however young teachers do not participate in school administration in adequate levels.

**Gruz, Villena, Navarao, Belecina and Garvida (2016)** investigated a study on to determine the level of teacher towards enhancing the managerial performance of school heads. Descriptive research was used in the study. The participation of four (4) schools in the Division of Cavite, with their ten (10) school heads, 38 teachers, and 134 senior students. The investigators was used on validated survey instrument containing 50 questions and covered assigned seven (7) areas of school management namely: Vision-mission-goals, Curriculum and instructional management, Financial and budgeting management, School plant and facilities, Student services management, Community relations management and management of school improvement plan. The major findings of the study were school heads exhibited very satisfactory level in performing their managerial functions in all management areas identified. There were significant differences in the managerial performance of school heads in the areas of vision mission-goals, financial and budgeting, physical plant and facilities, community relations and management of school improvement plan.

**Baraka and Gabriel (2017)** study was titled ‘Participation in decision making and teachers’ commitment; A comparative study between public and private secondary schools in Arusha city’. Descriptive comparative design was used in the study. The sample size consists of 159 teachers. The questionnaires whose reliability was established through pilot study before actual data collection. The major findings of the study were there is significant relationship between participation in decision-making and teachers’ commitment. Teachers’ commitment and participation in decision-making was higher in private schools than in public schools.

**Hammad (2017)** conducted a study on Decision domains and teacher participation: A qualitative investigation of decision-making in Egyptian schools. The study was employed a qualitative, descriptive research approach based on individual, semi-structured interviews. The sample size consists of 85 school teachers and senior and middle management members in nine general secondary schools in Damietta County, Egypt. The study was conducted on teachers' responses showed that they regarded school decisions as insignificant and irrelevant to their concerns, and that important decisions are retained by central administrators. The study was conducted on the current interest in decentralization and increased participation in Egypt's schools, it is hoped that the findings will be useful to educational policy makers as well as practitioners as they implement decentralization initiatives in Egypt. The findings of the study are relevance and applicability to comparable secondary schools in other parts of the world.

**Nelson, Mbugua and Kagema (2017)** study was title 'A study on factors influencing secondary schools teachers' participation in co-curricular activities in Kirinyaga Central Sub County, Kenya'. Descriptive survey research design was used in the study. The sample size consists of 7 principals and 125 secondary schools teachers in Kirinyaga Central Sub County who were selected using a simple random sampling were used. Frequencies, means, standard deviation and frequency tables and charts used for analyzing the data. The major findings of the study were majority (60.3%) of the teachers did not take part in co-curriculum activities. The most of the schools in the region had sports, drama, music and science related co-curriculum activities. Teachers

were conscious of the importance of co-curriculum activities for mental and physical growth of learners since they have a chance to share ideas, agree on the rules and general behaviour that they should exhibit during the activity. The schools and the ministry of education, science and technology should develop better strategies and motivational programmed to increase teachers' participation in co-curriculum activities in secondary schools.

### **2.3 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 researches have been conducted on studies related to teacher's participation in school administration in other states of India as well as over the globe. The present research is undertaken while keeping the above consideration in view. In order to study teachers' participation, the investigator has adapted 'Teachers' participation in school administration scale' (TPSAS) developed by Dr. Hasseen Taj in 2000.

## **CHAPTER - III**

### **METHODOLOGY**

Methodology as defined by Business Dictionary is “a system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. Unlike an algorithm, a methodology is not a formula but a set of practices”. The rules or procedures that one follows in order to find a solution to a problem can be defined as the methodology. Methodology occupies an important place in any types of research, revealing the outlines the investigator must follow during the research period.

This chapter is devoted for the description of the method of study used for the present research and is organized into six sections. Section 3.1 describes the method of study employed for the present study. Section 3.2 gives an explanation of the population and sample was obtained. Section 3.3 describes the tools employed for data collection while section 3.4 explains the administration of tools and collection of data. Section 3.5 describes the tabulation of data and section 3.6 explains the statistical techniques for analysis of data.

#### **3.1 Method:**

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible, to draw valid conclusion from the facts discovered. It can provide information about the

naturally occurring behaviour, attitudes, health status or other characteristics of a particular group.

For the present study, as descriptive survey method is applied as the main objective of the study is to find out and compare the difference between male and female teachers, teaching experienced and government and private secondary school teachers with reference to their participation in school administration.

### **3.2 Population and Sample:**

The population of the present study consists of all the teachers of government and private secondary schools of Aizawl city. Completed there are 1023 teachers with 379 teachers from government and 644 teachers from private (aided and unaided) schools. Out of these there are 602 male teachers and 421 female teachers. There are 209 male teachers and 170 female teachers from government and 393 male teachers and 251 female teachers from private (aided and unaided) schools.

For the present study, in the first stage, 11 government and 13 private secondary schools were selected by following random sampling technique. To find out the different in the participation of secondary school of Aizawl city in school administration, 200 teachers from both government and private secondary schools of Aizawl city were selected. There were 100 teachers, consisting of 50 males teachers and 50 females teachers selected from government schools and another 100 teachers, comprising of 50 males teachers and 50 females teachers selected from private schools.

### **3.3 Tool employed for data collection:**

The present study data relating to the participation of secondary school teachers in school administration were collected by using an adaptation of “teachers participation in school administration scale (TPSAS)” developed by Dr. Haseen 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 items adequately cover the teachers’ participation in school administration and also possess the adequate conceptual framework and content validity. Different types of validity were also established for this scale. A sample of the questionnaire is attached in Appendix – 1.

### **3.4 Administration of tool and data collection:**

For the present study, the primary data were collected in the following way: The investigator personally visited the selected secondary schools within Aizawl city and the tools indicated were administered personally to the teachers. The test was administered to the teachers after obtaining permission from each school headmaster. Before the administration of the test, the purpose of the study was explained to them. After explaining the necessary guidelines the teachers were given the questionnaire. They were given adequate time to consider over all the statements to ensure a truthful responses from them. They were ensured 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.

### **3.5 Tabulation of data:**

The data collected from 200 teachers were scrutinized, classified and scored according to standard procedure. After scoring the responses of the questionnaire, 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 conduct by employing the following statistical techniques for the analysis.

### **3.6 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 percentage were employed to find out the nature of score allotment as well as for the purpose of categorizing the respondents into different groups.



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

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

## CHAPTER – IV

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data collected by the researcher with the help of the research tool developed. As mentioned in chapter 1, the objective of the present study includes finding out the participation level of secondary school teachers of Aizawl city in school administration, compare the participation of private and government secondary school teachers in school administration with mention to gender and their length of teaching experienced. The scores were classified, tabulated and analyzed and the details were given in this chapter. The analysis of the data were accepted with the help of standard statistical techniques, keeping in view the objectives of the study and the findings were significantly interpreted. The particulars are given in the following chapter.

#### **4.1. Objective No. 1: To find out the level of participation of secondary school teachers of Aizawl city in school administration.**

In order to find out the level of participation of secondary school teachers of Aizawl city in school administration, adopted version of Teachers Participation in School Administration Scale (TPSAS) was administered to all the respondents. Score below 75 is taken as low participations, score above 100 is taken as high participations and score between 75 and 100 is taken as average participations. 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 participation of secondary school teachers of Aizawl city in school administration**

<b>Categories</b>	<b>Low participations</b>	<b>Average participations</b>	<b>High participations</b>
All teachers (200)	54 (27%)	107 (53.5%)	39 (19.5%)
Govt. teachers (100)	29 (14.5%)	51 (25.5%)	20 (10%)
Private teachers (100)	25 (12.5%)	56 (28%)	19 (9.5%)
Male teachers (100)	25 (12.5%)	50 (25%)	25 (12.5%)
Female teachers (100)	30 (15%)	56 (28%)	14 (7%)

The above Table 4.1 shows that out of all 200 respondents, 54(27%) of the teachers are categorized as having low participation in school administration, 107(53.5%) as having average participation and 39(19.5%) as having high participation in their school administration.

Majority of secondary school teachers of Aizawl city had average participation in their school administration.

The above table also reveals that among government schools, there are 29(14.5%) teachers having low participation, 51(25.5%) teachers having average

participation and the rest 20(10%) teachers have high participation in school administration. Similarly, among private schools, 25(12.5%) teachers have low participation, 56(28%) have average participation and the rest 19(9.5%) teachers have high participation in their school administration.

This shows that although majority of both government and private secondary school teachers had average participation, lower percentage of government school teachers had average participation as compared to private school teachers. This could mean that there were more active teachers as well as more deciles teachers in government schools than private secondary schools teacher.

The above table also indicates that among the male teacher respondents, 25(12.5%) had low participation, 50(25%) had average participation and 25(12.5%) male teachers had high participation. Similarly, among female teachers respondents, 30(15%) had low participation, 56(28%) had average participation and the rest 14(7%) had high participation in their school administration.

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

**4.2.0 Objective No. 2: To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.**

The participation of secondary school teachers of Aizawl city in the different areas of school administration were compared on the basis of their management of schools. For this, the mean and standard deviation of scores were calculated. The mean difference were tested by applying 't' test and the details were presented in the following data.

**4.2.1 Difference in the participation of secondary school teachers of Aizawl city in school administration with reference to management of schools.**

*Hypothesis No. 1 states that there is no significant difference in the participation of secondary school teacher of Aizawl city in the different areas of school administration with reference to management of schools.*

Table No. 4.2 shows the comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.

**Table 4.2.1**

**Comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	85.00	16.577	0.400	2.242	0.178	NS
Private	100	85.40	15.100				

**NS = not significant.**

The above table 4.2 illustrates that the 't' value for the significance difference in the participation of secondary school teachers of Aizawl city in school administration with reference to management of schools is 0.178, whereas the required 't' value with degree of freedom (df) = 198 to declare the difference as significant is 1.97 at 0.05 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration. Therefore, the null hypothesis (No. 1) which assumes no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools is accepted. However, evaluation of their mean scores shows that private teachers had higher mean score than the government teachers which could indicate that although not significant, private teachers appear to have a slightly more participation in school administration than the government school teachers.

**4.2.2 Difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.**

*Hypothesis No. 2 states that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.*

Table No 4.2.2 shows the comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.

**Table 4.2.2**

**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	15.58	8.617	0.88	0.952	0.924	NS
Private	100	14.70	4.073				

**NS = not significant.**

The above Table 4.2.2 Illustrates that the ‘t’ value for the significance difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area is 0.924. Since the calculated ‘t’ value is lower than both the measure ‘t’ value, it can be concluded that no significant difference in the participation of private and government secondary school teachers of

Aizawl city in school administration with reference to planning area. Therefore, the null hypothesis (No. 2) which assumes no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area is accepted. However, evaluation of their mean score shows that government teachers have a higher mean score than private teachers which could indicate that although it could be a chance factor, government teachers slightly participated more in planning area of school administration than private teachers.

#### **4.2.3 Difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.**

*Hypothesis No. 3 states that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.*

Table No 4.2.3 shows the comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.



**Table 4.2.3**

**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	20.89	4.074	0.13	0.549	0.236	NS
Private	100	21.02	3.714				

**NS = not significant.**

The above Table 4.2.3 illustrates that the 't' value for the significance difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area is 0.236. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area. Therefore, the null hypothesis (No.3) which assumes there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area is accepted. However, a comparison of their mean score shows that private teachers have a higher mean score than government teachers which could indicate that although it could be a chance factor, private teachers slightly participated more in organizing area of school administration than government teachers.

**4.2.4 Difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.**

*Hypothesis No. 4 states that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.*

Table No 4.2.4 shows the comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.

**Table 4.2.4**

**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	20.31	5.487	1.79	0.719	2.480	*
Private	100	22.10	4.652				

**\*= Significant at 0.05 level**

The above Table 4.2.4 Illustrates that the ‘t’ value for the significance difference in the participation of private and government secondary school teachers of Aizawl city

in school administration with reference to communicating area is 2.480. Since the calculated 't' value is greater than both the criterion 't' value, it can be concluded that there is a significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area. Therefore, the null hypothesis (No.4) which assumes there is a significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area is rejected as significant difference is observed at .05 level. A comparison of their mean score shows that private teachers have a higher mean score than government teachers which could indicate that although it could be a chance factor, private teachers slightly participated more in communicating area of school administration than government teachers.

#### **4.2.5 Difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.**

*Hypothesis No. 5 states that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.*

Table No 4.2.5 shows the comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.

**Table 4.2.5**

**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	14.97	4.076	0.58	0.572	1.013	NS
Private	100	14.39	4.037				

**NS = not significant**

The above Table 4.2.5 illustrates that the 't' value for the significance difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area is 1.013. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area. Therefore, the null hypothesis (No. 5) which assumes there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area is accepted. However, a comparison of their mean score shows that government teachers have a higher mean score than private teachers which could indicate that although it could be a chance factor, government teachers slightly participated more in controlling area of school administration than private teachers.

**4.2.6 Difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.**

*Hypothesis No. 6 states that there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.*

Table No 4.2.6 shows the comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Table 4.2.6**

**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Govt.	100	14.06	2.974	0.77	0.430	1.790	NS
Private	100	13.29	3.124				

**NS = not significant**

The above Table 4.2.6 Illustrates that the ‘t’ value for the significance difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area is 1.790. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that no significant difference in the participation of private and government secondary school teachers of

Aizawl city in school administration with reference to evaluating area. Therefore, the null hypothesis (No. 6) which assumes there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area is accepted. However, a comparison of their mean score shows that government teachers have a higher mean score than private teachers which could indicate that although it could be a chance factor, government teachers slightly participated more in evaluating area of school administration than private teachers.

**4.3.0 Objective No. 3: To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.**

The participation of secondary school teachers of Aizawl city in the different areas of school administration was compared on the basis of their gender. For this, the mean and standard deviation of scores were calculated. The mean difference were tested by applying ‘t’ test and the details are presented in the following table.

**4.3.1 Difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.**

*Hypothesis No. 7 states that there is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.*

Table No. 4.3.1 shows the comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.

**Table 4.3.1**

**Comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	87.26	15.899	4.120	2.223	1.853	NS
Female	100	83.14	15.541				

**NS = not significant.**

The above table 4.3 illustrates that the ‘t’ value for the significance difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender is 1.853. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of secondary school teachers of Aizawl city in school administration with reference to gender. Therefore, the null hypothesis (No. 7) which assumes there is no significant difference in the participation of secondary school teachers of Aizawl city in school administration with reference to gender is accepted. However, a comparison of their mean scores shows that male teachers have a higher mean score than the female teachers which could indicate that although not significant,

male teachers appear to have a slightly more participation in school administration than the female school teachers.

**4.3.2 Difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.**

*Hypothesis No. 8 states that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.*

Table No 4.3.2 shows the comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.

**Table 4.3.2**

**Comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	16.00	8.609	1.72	0.974	1.816	NS
Female	100	14.28	3.954				

**NS = not significant**

The above Table 4.3.2 Illustrates that the ‘t’ value for the significance difference in the participation of male and female secondary school teachers of Aizawl city in



school administration with reference to planning area is 1.816. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area. Therefore, the null hypothesis (No. 8) which assumes there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than 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.

#### **4.3.3 Difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.**

*Hypothesis No. 9 states that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.*

Table No 4.3.3 shows the comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.

**Table 4.3.3**

**Comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	21.35	3.699	0.79	0.547	1.444	NS
Female	100	20.56	4.050				

**NS = not significant**

The above Table 4.3.3 Illustrates that the ‘t’ value for the significance difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area is 1.444. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area. Therefore, the null hypothesis (No. 9) which assumes there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than female teachers which could indicate that although it could be a chance factor, male teachers slightly participated more in organizing dimension of school administration than female teachers.

**4.3.4 Difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.**

*Hypothesis No. 10 states that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.*

Table No 4.3.4 shows the comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.

**Table 4.3.4**

**Comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	21.95	4.965	1.49	0.721	2.066	*
Female	100	20.46	5.253				

**\*= significant at .05 level**

The above Table 4.3.4 Illustrates that the ‘t’ value for the significance difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area is 2.066. Since the calculated ‘t’ value is greater than both the criterion ‘t’ value, it can be concluded that there is a significant difference in the participation of male and female secondary school

teachers of Aizawl city in school administration with reference to communicating area. Therefore, the null hypothesis (No. 10) which assumes there is a significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area 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 female teachers which could indicate that although it could be a chance factor, male teachers slightly participated more in communicating dimension of school administration than female teachers.

#### **4.3.5 Difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.**

*Hypothesis No. 11 states that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.*

Table No 4.3.5 shows the comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.

**Table 4.3.5**

**Comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	15.15	4.181	0.94	0.570	1.649	NS
Female	100	14.21	3.893				

**NS = not significant**

The above Table 4.3.5 Illustrates that the ‘t’ value for the significance difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area is 1.649. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area. Therefore, the null hypothesis (No. 11) which assumes there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than female teachers which could indicate that although it could be a chance factor, male teachers slightly participated more in controlling dimension of school administration than female teachers.

**4.3.6 Difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.**

*Hypothesis No. 12 states that there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.*

Table No 4.3.6 shows the comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Table 4.3.6**

**Comparison of the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area**

<b>Groups</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Male	100	13.71	3.016	0.07	0.433	0.161	NS
Female	100	13.64	3.131				

**NS = not significant**

The above Table 4.3.6 Illustrates that the ‘t’ value for the significance difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area is 0.161. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of male and female secondary school teachers

of Aizawl city in school administration with reference to evaluating area. Therefore, the null hypothesis (No. 12) which assumes there is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area is accepted. However, a comparison of their mean score shows that male teachers have a higher mean score than female teachers which could indicate that although it could be a chance factor, male teachers slightly participated more in evaluating dimension of school administration than female teachers.

**4.4.0 Objective No. 4: To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience.**

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

1. Teachers having teaching experience up to fifteen (15) years were designated as less experienced teachers.
2. Teachers having teaching experience sixteen (16) years and above were designated as more experienced teachers.

The participation of secondary school teachers of Aizawl city in the different areas of school administration were compared on the basis of their length of teaching experience. For this, the mean and standard deviation of scores were calculated. The mean difference were tested by applying 't' test and the details are presented in the following table.

**4.4.1 Difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their teaching experienced.**

*Hypothesis No. 13 states that there is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experiences.*

Table No. 4.4 shows the comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their teaching experienced.

**Table 4.4.1**

**Comparison of the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their teaching experience**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	85.00	15.192	0.408	2.243	0.182	NS
More Experiences	98	85.408	16.517				

**NS = not significant.**

The above table 4.4.1 illustrates that the ‘t’ value for the significance of difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience is 0.182. Since the calculated ‘t’ value is lower than both the criterion ‘t’



value, it can be concluded that there is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their teaching experience. Therefore, the null hypothesis (No. 13) which assumes there is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience is accepted. However, a comparison of their mean scores shows that more experienced teachers have a higher mean score than the less experienced teachers which could indicate that although not significant, more experienced teachers appear to have a slightly more participation in school administration than the less experienced teachers of secondary school.

#### **4.4.2 Difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.**

*Hypothesis No. 14 states that there is no significant difference in the participation of less experience and more experience secondary school teachers of Aizawl city in school administration with reference to planning area.*

Table No. 4.4.2 shows the comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.

**Table 4.4.2**

**Comparison of the participation of less experienced and more experienced secondary school teacher of Aizawl city in school administration with reference to planning area**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	14.401	4.095	0.588	0.586	1.003	NS
More Experiences	98	14.989	4.204				

**NS = not significant**

The above table 4.4.2 illustrates that the ‘t’ value for the significance difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area is 1.003. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area. Therefore, the null hypothesis (No. 14) which assumes there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to in planning area is accepted. However, a comparison of their mean scores shows that more experienced teachers have a higher mean score than the less experienced teachers which could indicate that although not significant, more

experienced teachers appear to have a slightly more participation in school administration in planning area than the less experienced teachers of secondary school.

**4.4.3 Difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.**

*Hypothesis No. 15 states that there is no significant difference in the participation of less experience and more experience secondary school teachers of Aizawl city in school administration with reference to organizing area.*

Table No. 4.4.3 shows the comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.

**Table 4.4.3**

**Comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	21.284	3.800	0.672	0.548	1.226	NS
More Experiences	98	20.612	3.970				

**NS = not significant**

The above table 4.4.3 illustrates that the 't' value for the significance difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area is 1.226. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area. Therefore, the null hypothesis (No. 15) which assumes there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area is accepted. However, a comparison of their mean scores shows that less experienced teachers have a higher mean score than the more experienced teachers which could indicate that although not significant, less experienced teachers appear to have a slightly more participation in school administration in organizing area than more experienced teachers of secondary school.

#### **4.4.4 Difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.**

*Hypothesis No. 16 states that there is no significant difference in the participation of less experience and more experience secondary school teachers of Aizawl city in school administration with reference to communicating area.*

Table No. 4.4.4 shows the comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.

**Table 4.4.4**

**Comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	21.509	4.482	0.622	0.732	0.849	NS
More Experiences	98	20.887	5.775				

**NS = not significant**

The above table 4.4.4 illustrates that the ‘t’ value for the significance difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area is 0.849. Since the calculated ‘t’ value is lower than both the criterion ‘t’ value, it can be concluded that there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area. Therefore, the null hypothesis (No. 16) which assumes there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration

with reference to communicating area is accepted. However, a comparison of their mean scores shows that less experienced teachers have a higher mean score than the more experienced teachers which could indicate that although not significant, less experienced teachers appear to have a slightly more participation in school administration in communicating area than more experienced teachers of secondary school.

#### **4.4.5 Difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.**

*Hypothesis No. 17 states that there is no significant difference in the participation of less experience and more experience secondary school teachers of Aizawl city in school administration with reference to controlling area.*

Table No. 4.4.5 shows the comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.

**Table 4.4.5**

**Comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	14.068	4.057	1.248	0.567	2.201	*
More Experiences	98	15.316	3.978				

**\*= significant at .05 level**

The above table 4.4.5 illustrates that the ‘t’ value for the significance difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area is 2.201. Since the calculated ‘t’ value is greater than both the criterion ‘t’ value, it can be concluded that there is a significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area. Therefore, the null hypothesis (No. 17) which assumes there is a significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area is rejected as significant difference is observed at 0.05 level. However, a comparison of their mean scores shows that more experienced teachers have a higher mean score than the less experienced teachers which could indicate that although not significant, more experienced teachers appear to have a

slightly more participation in school administration in controlling area than less experienced teachers of secondary school.

**4.4.6 Difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.**

*Hypothesis No. 18 states that there is no significant difference in the participation of less experience and more experience secondary school teachers of Aizawl city in school administration with reference to evaluating area.*

Table No. 4.4.6 shows the comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Table 4.4.6**

**Comparison of the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area**

<b>Groups</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SEM</b>	<b>T-Value</b>	<b>Sig Level</b>
Less Experiences	102	13.578	3.250	0.197	0.432	0.456	NS
More Experiences	98	13.775	2.877				

**NS = not significant**



The above table 4.4.6 illustrates that the 't' value for the significance difference in the participation of less experienced and more experienced secondary school teachers' of Aizawl city in school administration with reference to evaluating area is 0.456. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area. Therefore, the null hypothesis (No. 18) which assumes there is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area is accepted. However, a comparison of their mean scores shows that more experienced teachers have a higher mean score than the less experienced teachers which could indicate that although not significant, more experienced teachers appear to have a slightly more participation in school administration in evaluating area than less experienced teachers of secondary school.

## **CHAPTER – V**

### **MAJOR FINDINGS AND SUGGESTIONS FOR IMPROVEMENT AND SUGGESTIONS FOR FURTHER RESEARCH**

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

#### **5.1.0 MAJOR FINDINGS**

The following are the major findings of the present study:

##### **5.1.1 Participation level of secondary school teachers of Aizawl city in school administration**

1. Majority of teachers had average participation in their school administration.
2. There were more active participants among private secondary school teachers as compared to government secondary school teachers in school administration.
3. There were more active participants among male secondary school teachers as compared to female secondary school teachers in school administration.

##### **5.1.2 Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools**

1. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration.

2. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.
4. Significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.

### **5.1.3 Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender**

1. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration.

2. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.
4. Significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**5.1.4 Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experienced**

1. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration.
2. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.
4. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. Significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.

### **5.2.0 Suggestions for improvement**

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

1. The teacher should understand the importance of his/her 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.
2. The teachers should keep ethical behaviour in relation with fellow teachers and educational associates.
3. Administrators must evolve a mechanism for inviting more participation of female teachers in different decisional domains of school administration.
4. The Headmaster must be sympathetic toward staff members, as a democratic leader. He should show respect to others personality, recognize the individual differences, give instruction and at the same time seek advice and suggestions from teachers.
5. 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.

6. Teachers should establish rapport with parents. Both the teachers and the parents should share information which helps to promote a child's academic, social and emotional growth.
7. 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.
8. Teachers must see that the institutions maintain contact with the guardian. Student reports must be sent to their parents. Meetings should be conducted for the exchange of ideas and benefit of the institution.
9. Staff meetings should be held regularly at least once a month. All staff members must attend the meetings and a real cooperative and academic spirit should prevail in them.
10. Every educational institution, particularly private schools, must have a managing committee for maintaining discipline in the organization, safeguarding the assets of the school, ensuring standard of teaching and facilitating the proper service conditions.

11. 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.
12. Good timetable should be prepared for efficient school administration. The school timetable is a mirror which reflects the entire educational plan of the school. It contributes a lot to the growth and functioning of the school.
13. 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.
14. The school should not become a tool in the hands of any pressure groups and any political belief should not influence administration.
15. Teachers are to be assigned various responsibilities in organizing curricular and co-curricular programmes according to their aptitudes and interests. Nobody should feel that he is overloaded with work or that he is neglected. Workload should be uniform as far as possible.

### **5.3 Suggestions for further research:**

Suggestions for further research are proposed by the investigator as follows:

1. The research study could be extended to other districts of Mizoram and different stages of educational institutions i.e elementary, higher secondary and college level.



2. The research may include the participation of higher secondary school teachers of Mizoram in school administration.
3. The research may include the participation of elementary school teachers of Aizawl city in school administration.
4. A comparative study of secondary school teachers' participation in school administration in Aizawl and Serchhip district with reference to management and gender may be conducted.

## Appendix

### PERSONAL DATA

1. Name : .....
2. Gender : .....
3. Age : .....
4. Educational Qualification : .....
5. Teaching Experience : .....
6. Type of School Management : .....
7. Subjects Taught : .....

Sr. No.	Statements	Always	Frequently	Occasionally	Rarely	Never
---------	------------	--------	------------	--------------	--------	-------

- |    |  |                          |                          |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | <b>(II) I readily accept to supervise the Co-curricular activities in the School when I am asked to do so by the Headmaster.</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <b>(II) I do supervise the boarders when I am asked.</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <b>(V) I keep informing the parents about their children's progress.</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <b>(I) I am ready to join with other teachers in other departments and work out common programmes in need.</b>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <b>(II) I help in maintaining the school plant.</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | <b>(I) I am involved while formulating the school calendar.</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. **(I) The H.M asks my suggestions while constructing the time table.**
8. **(IV) I am involved in preparing the school budgets.**
9. **(IV) The H.M takes my help during the admission of the students to the school.**
10. **(V) I actively take part in the medical examination done to the students.**
11. **(II) I look after sanitary arrangement of the campus.**
12. **(III) I encourage the students to form self-government.**
13. **(III) I attend the faculty meetings.**
14. **(III) I actively participate in staff club meetings.**
15. **(II) I am asked to organise the staff club.**
16. **(IV) I ensure protection to the school equipment and prevent damage.**
17. **(IV) I try to convince the H.M to make adequate budget allotment for co-curricular activities.**
18. **(I) I join with the H.M 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 H.M. seeks my help while deciding the objectives of the school.
21. (III) I am asked to organise teacher parent meetings.
22. (III) I am asked by the H.M. to arrange for staff meetings.
23. (III) The H.M. seeks my help while orienting new teachers in the school.
24. (III) I join with the H.M. while holding follow-up conferences with teachers.
25. (V) The H.M. takes my advice while selecting instructional materials for the school.
26. (IV) The H.M. asks my suggestion while introducing innovative methods in the school.
27. (II) I am involved in maintaining the discipline of the school.

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DATE OF PAYMENT OF ADMISSION : 17/08/2017  
(Commencement of First Sem)

COMMENCEMENT OF SECOND SEM/DISSERTATION : January 2018  
(From conclusion of end semester exams)

APPROVAL OF RESEARCH PROPOSAL

1. BOS : 23<sup>rd</sup> April, 2018

2. SCHOOL BOARD : 26<sup>th</sup> April, 2018

REGISTRATION NO. & DATE : MZU/M.Phil./480 of 26.04.2018

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(Prof. B.B. Mishra)

Head

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## **SUMMARY**

### **INTRODUCTION:**

Administration is known to be more concerned with rules and regulations, more of rigidity, high degree of centralization and bureaucratic control. Hence “administration” has started giving way to management not only in trade, industry, commerce etc, but also in education. Administration is usually connected with preparation of institutional plan, providing materials, facilities, budgeting, financing, schedules, maintaining discipline, supervision, organization of staff meetings, and maintenance of different registers and records, all concerned with improving the total teaching-learning process.

The word ‘administration’ is derived from Latin word ‘minister’ which means, ‘service’. Etymologically the word came to a welfare work in the service of others. The traditional meaning of the term ‘administration’ was perform, take responsibility of or accomplish. From this concept, administration may be considered as management of an organization or institution.

According to Good “All those techniques and procedures employed in operating the educational organization in accordance with established policies, is defined as administration”.(Good 2007)

School administration is a process, which provides incentive to action gives direction to activity and energizes effort. It checks wastage and stagnation in the field of



education and ensures fullest utilization of effort and resources of men and materials. Thus, administration is a complex process and consists of the following elements and aspects. They are: i) Planning, ii) Organizing, iii) Communicating, iv) Controlling and v) Evaluation.

### **Role of teachers in school administration:**

Teachers have a large responsibility to take part in the educational, society and still in the political reconstruction of the nation. Teachers are the real nation planners. On them trust the upcoming of the school, the village, the country and, in fact, the whole of humanity. Dr. S. Radhakrishnan said “The teacher’s place in society is of vital importance. He/she acts as the pivot for the transmission of intellectual traditions and technical skills, from generation to generation and helps to keep the lamp of civilization burning” (Dr. S. Radhakrishnan 2004). The teacher is a powerful backbone of the school. An institution or a school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. The National Policy on Education, 1986 comments thus on the role of teacher: “The status of the teacher reflects the socio-cultural ethos of a society: it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community”.

**Rationale of the study:**

The primary objective of research in school administration is to improve administrative patterns and practices to bring efficiency in school organization and classroom management and this helps in the betterment of educational standards by improving instruction. It is essential as it would enable educationists and school administrators to plan improved developmental programmed and to modify the administrative patterns and organizational structures in accordance with the changing and over expenditure process in which new development take place continuously depending upon the changing needs of the school. School administration is concerned with the organizational climate, leadership behavior, teacher morale, and attitude towards educational and administration. The environment of the institution affects the teachers and their teaching; the morale leads to group works with collective purposes to fulfill the educational aims and objectives.

The present study focuses on the teachers' participation in school administration. The main aim of the study was to understand the participation level of secondary school teachers of Aizawl city. The study also aimed to determine different types of organization commonly existing in the school administration, like organizational climate, leadership behavior, teacher morale and attitudes towards school administration. Keeping all this things in mind, the investigator has made attempt to know the facts concerning teachers' participation in school administration and has tried to proceed to answer the following questions:

### **Research Questions:**

1. What is the participation level of secondary school teachers of Aizawl city in school administration?
2. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to gender?
3. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to management of schools?
4. Is there any difference in the participation of secondary school teachers of Aizawl city in school administration with reference to their length of teaching experience?

### **Statement of the Problem:**

The statement of the problem is “**Participation of Secondary School Teachers of Aizawl City in School Administration**”.

### **Operational Definitions:**

**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.

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

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

**Objectives:**

- i) To find out the level of participation of secondary school teachers of Aizawl city in school administration.
- ii) To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.
- iii) To compare the participation of secondary school teachers of Aizawl city in the different areas school administration with reference to gender.
- iv) To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience.
- v) To suggest measures for improvement of the present school administration practices on the basis of present findings.

**Hypotheses:**

- i) There is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.

- ii) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.
- iii) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.
- iv) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.
- v) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
- vi) There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.
- vii) There is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender.

- viii) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.
- ix) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.
- x) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.
- xi) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.
- xii) There is no significant difference in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.
- xiii) There is no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experience.

- xiv) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.
- xv) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.
- xvi) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.
- xvii) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.
- xviii) There is no significant difference in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Methodology:**

Descriptive survey method has been adopted for the present study.

### **Population and Sample:**

The population of the present study consists of all the teachers of government and private secondary schools of Aizawl city.

In the first stage, 11 government schools and 13 private secondary schools were selected by following random sampling technique. To find out the difference in the participation of male and female secondary school teachers of Aizawl city in school administration, 200 teachers from both government and private secondary schools of Aizawl city were selected.

### **Tool Used:**

Data for the present study were collected by using an adaptation of “**teachers participation in school administration scale (TPSAS)**” developed by Dr. Haseen 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). For the present study, the primary data were collected in the following way: The investigator personally visited the selected secondary schools within Aizawl city and the tool indicated was administered personally to the teachers. The test was administered to the teachers after obtaining permission from each school headmaster. The collected primary data were analyzed using descriptive statistics such as mean, standard deviation as well as inferential statistics such as ‘t’ test.



## **MAJOR FINDINGS:**

The following are the major findings of the present study:

### **Participation level of secondary school teachers of Aizawl city in school administration**

1. Majority of teachers had average participation in their school administration.
2. There were more active participants among private secondary school teachers as compared to government secondary school teachers in school administration.
3. There were more active participants among male secondary school teachers as compared to female secondary school teachers in school administration.

### **Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools**

1. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration.
2. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.

4. Significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to gender**

1. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration.
2. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to organizing area.

4. Significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of male and female secondary school teachers of Aizawl city in school administration with reference to evaluating area.

**Participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to their length of teaching experienced**

1. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration.
2. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to planning area.
3. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to organizing area.

4. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. Significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. No significant difference was found in the participation of less experienced and more experienced secondary school teachers of Aizawl city in school administration with reference to evaluating area.

### **Suggestion for improvement**

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

1. 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.
2. The teachers should keep ethical behavior in relation with fellow teachers and educational associates.
3. Administrators must evolve a mechanism for inviting more participation of female teachers in different decisional domains of school administration.

4. The Headmaster must be sympathetic toward staff members, as a democratic leader. He should show respect to others personality, recognize the individual differences, give instruction and at the same time seek advice and suggestions from teachers.
5. 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.
6. Teachers should establish rapport with parents. Both the teachers and parents should share information which helps to promote a child's academic, social and emotional growth.
7. 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.
8. Teachers must see that the institutions maintain contact with the guardian. Student reports must be sent to their parents. Meetings should be conducted for the exchange of ideas and benefits of the institution.
9. Staff meetings should be held regularly at least once a month. All staff members must attend the meetings and a real cooperative and academic spirit should prevail in them.
10. Every educational institution, particularly private schools, must have a managing committee for maintaining discipline in the organization, safeguarding the assets of the school, ensuring standard of teaching and facilitating the proper service conditions.

### **Suggestions for further research**

Suggestions for further research were proposed by the investigator as follows:

1. The research study could be extended to other districts of Mizoram and different stages of educational institutions i.e elementary, higher secondary and college level.
2. The research may include the participation of higher secondary school teachers of Mizoram in school administration.
3. The research may include the participation of elementary school teachers of Aizawl city in school administration.
4. A comparative study of teachers' participation in school administration in Aizawl and Serchhip district with reference to management and gender may be conducted.