

Gender Wise Teacher Role of Active Participation in School Administration

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Abstract:

Teachers role is very significant not only in terms of teaching but also his/her active role in administration can help in smooth functioning of any institution. The sample of 80 teachers has been selected from different English medium schools of Aurangabad city. The active participation scale of teacher in school administration by Haseen Taj was used for collecting the data. The findings showed that there is no significant difference in the male and female teacher's participation in school administration.

Keywords: Teacher role, School administration.

I. INTRODUCTION:

Efficient running of a school is a cooperative endeavor, in which the staff, students and community all make their contributions. No school can successfully or efficiently run without cooperation and team work of school teachers and headmaster. No quality education is possible without the team work and active participation of all the people working in any institution. When teachers are treated as allies and colleagues are consulted and given responsibility, they respond and better teaching results comes out. If on the other hand, teachers are given no effective power, the truth of Adlai Stevenson's axioms becomes apparent "Power corrupts, but lack of power corrupts absolutely". The teachers at the same time should not restrict only to teaching, but should be a part and parcel of daily chores of administration for smooth functioning and better result and outcome.

What is School administration?(According to Knezevich) Educational administration is a specialized set of organizational functions, whose primary purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and leadership behavior that keeps an organization focused on predetermined objectives, provides for optimum allocation and most prudent care of resources to ensure their most productive uses, stimulates and coordinates professional and other personnel to produce a coherent social system and desirable organizational climate and facilities ,determination of essential changes to satisfy future and emerging needs of students and society.

II. RATIONALE OF THE STUDY:

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests.

Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Teacher's active role can affect the functioning of the school on a large scale. It helps in proper coordination between teachers and headmaster, teachers and management and teachers and students, which resolves many conflicts and chaos among the different components of the schools. This study was taken with an intention to find out the role of the teachers in school administration and the working set up of the school, to make it conducive for the teachers to play an active role in school administration.

III. OBJECTIVES:

1. To find out the role of teachers active participation in school administration.
2. To find out the role of male teachers active participation in school administration.
3. To find out the role of Female teachers active participation in school administration.
4. To compare male and female teachers role in active participation in school administration.

IV. HYPOTHESES:

1. There is a no significant difference in the male and female teacher's active participation in school administration.

V. SCOPE:

1. **Area:** The study will be useful for studying the role of teacher's active participation in school administration.
2. **Content:** The study will be useful for studying the school administration.
3. **Unit:** The study is useful for all the secondary school teachers.

VI. LIMITATIONS:

1. **Area:** The study is limited to only Aurangabad city
2. **Content:** The study is limited to school administration.
3. **Unit:** The study is limited only to English medium secondary school teachers.

VII. OPERATIONAL DEFINITION:

1. **School administration: administration** is the study and practice of managing the resources, tasks and communications involved in running a school.

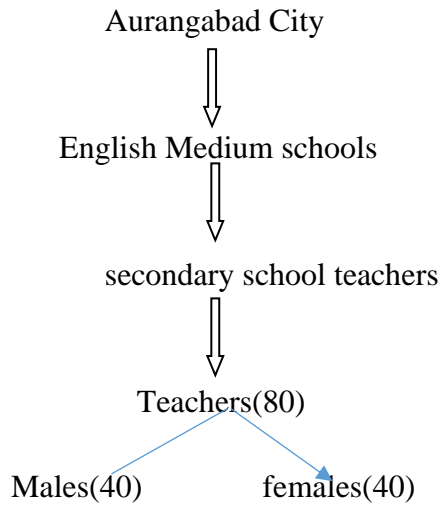
VIII. RESEARCH METHODOLOGY:

1. Research Method-

Survey method was used for the collection of data. The teachers from 8 English medium schools of Aurangabad was selected as a sample. Total 80 school teachers were selected as a sample and on this sample the teachers participation in school administration test by Mrs. Haseen Taj was administered and participation role in school administration was measured and at the same time difference between male and female was also studied. ,

2. **Sampling Technique:** Simple Random sampling technique was used.
3. **Sample Size: 80 Teachers** from 8 English medium schools of Aurangabad city.

4. Sample Design:



5) Tools:

1. **Teacher’s participation in school administration Test** – Mrs .Haseen Taj

6) Variables:

School administration
Secondary school teachers

7) Statistical technique:

Mean, S.D and ‘t test.

IX. DISCUSSION OF THE RESULT

1. Table showing the percentage of participation of teachers in school administration.

Variable	No. Teachers (N)	% of the Teachers	Range	Interpretation
Teachers participation in school Administration	80	00	1-45	Low participation
		45%	46-90	Average participation
		55%	91-135	High participation

45% of the teachers show Average participation in school administration, 55 % teacher’s shows High participation in school administration.

2. Table showing the male teachers participation in school administration.

Variable	No. of teachers(N)	% of the teachers	Range	Interpretation
Participatio		00%	1-45	Low participation
		60%	46-90	Average participation

n in school administration (Male)	40	40%	91-135	High participation
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60% Male teachers shows Average participation, 40% male teachers shows High participation in school administration.

3. Table showing the Female teachers participation in school administration

Variable	No. of teachers (N)	% of the teachers	Range	Interpretation
Participation in school administration (Female)	80	00%	1-45	Low participation
		30%	46-90	Average participation
		70%	91-135	High participation

30% of female teachers show Average participation, 70% Female shows High participation in school administration.

X. CONCLUSION:

There is a no significant difference in the male and female teacher’s active participation in school administration

Participation in school administration	N	Mean	S.D	T' Value
Male	40	89.65	12.57	0.220
Female	40	94.45	11.77	

The Hypothesis No. 01 is accepted as the ‘t’ value is 0.220, which indicates no significant difference in the Active participation of teachers in school administration.

XI. FINDINGS:

1. Overall **45%** of the teachers show Average participation in school administration.
2. Overall **55 %** teachers show High participation in school administration.
3. **60%** Male teachers shows Average participation.
4. **40%** male student’s shows High participation in school administration.
5. **30%** of female teachers show Average participation.
6. **70%** Female shows High participation in school administration

XII. SUGGESTIONS:

1. The Headmaster should create democratic atmosphere, so that Teachers should feel free to give their opinions and ideas openly.
2. The headmaster should work as a Family head and should work and allot work without biasedness and partiality.
3. The headmaster should give appreciation certificate at the end of the academic year to the teachers, so they feel more motivated to work.
4. To improve teacher's participation, the headmaster should have full trust and faith in their teachers.
5. Yearly increment should be according to the active participation of teachers in school curricular and Co-curricular activities.

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