

# A COMPARATIVE STUDY OF TEACHERS OF PRIMARY AND SECONDARY SCHOOLS IN THE LEVEL OF THEIR PARTICIPATION IN SCHOOL ADMINISTRATION

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## ABSTRACT

*This study examines and compares the level of participation in school administration of teachers of primary and secondary schools. The findings were based on the responses of 100 teachers taken from government and private schools of Panchkula, Haryana. The Teacher's Participation in School Administration (TPSAS) scale, developed by Taj (1991) was used to collect data. Results show no significant differences in the level of participation in school administration between primary and secondary school teachers. However significant differences were found in the controlling, planning and communication dimension of school administration between male and female teachers.*

**Keywords:** Teachers, School Administration, Secondary, Primary

Administration, in the field of education, is designed to promote the quality of work being done in the school so that all the objectives of education are realized. Educational administration is fundamental in education. It is concerned with the implementation of educational plans in an efficient and effective manner in the centers of learning. It specifically deals with the administration theories and practices being followed in the education system in general and educational institutions in particular.

School education aims for bringing an all-round development in the personality of the children including desired modification in the behavior for preparing them to play the role of a responsible citizen of a nation and global community at large (Mangal and Mangal, 2013).

Educational administration is the process of integrating the efforts of personnel and of utilising appropriate materials in such a way as to not only promote effectively the development of children and youth but also with the growth

of a adults, and particularly with the growth of school personnel.

The educational administration is concerned with all the levels of educational institutions; schools, colleges, universities etc, whereas the scope of school administration is concerned with the administration of education, primarily at the school level. It is, thus, a subset of educational administration.

In order to make this administration process in the schools democratic and inclusive, it is imperative that all stakeholders; school management, teachers, students and their parents are involved in the decision-making process. Teachers should be empowered by increasing their decision-making powers at school level. But before that the schools must redesign their management processes to enable teachers to develop the skills and discipline needed for them to participate in the various dimensions of the school administration. It would not only encourage the teachers to improve the

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quality of their profession and workplace, but would also result in creating a stress free, more satisfying and motivating environment.

Naik, Dutta, and Jana (1975) conducted a comparative study of different dimensions of teacher's participation in school administration among male and female teachers of secondary schools. This study was conducted to analyse teachers' participation in school administration in relation to the nature of school, teaching experience and their teaching subjects. TPSAS was used as a data collection tool. The study revealed significant differences in the participation levels between male and female school teachers. The study revealed that the male teachers, whether from rural or urban areas, are more involved in school administration as compared to the female teachers.

Mehta, Gardia, and Rathore (2010) explore the reality and consequences of teacher participation in the decision-making process within Indian higher education. The study compared actual and desired participation levels of teachers in different decision-making situations and observed how participation in decision making differs in higher educational institutions in India. The paper provides a comparison of findings with similar studies conducted in Western settings regarding the relationship of participative decision making with selected organizational variables. Results indicated that in the Indian context, teachers' actual and desired participation was highest in institutional decisions and lowest in technical decisions. A strong correlation was also established between the personal variables, age, designation, teaching experience and span of service in present institutions with decisional participation of university teachers.

Wadesango (2012) examines how teacher participation in decision-making affects student

performance. The purpose of this study was to examine empirically the influence of teacher participation in crucial school-based decisions on student performance in Zimbabwean secondary schools. The study established that the involvement of secondary school teachers in critical school-based decisions has a significant influence on student performance. Teachers' involvement in strategic school decisions would be vital to improve the student performance as well as organisational performance. The study concludes that a positive correlation exists between teacher involvement in decision making and the students' performance.

Maity, Bhowmik and Banerjee (2015) conducted a comparative Study of Teachers Participation in School Administration between the Primary and Secondary School Teachers. The study focused on comparing the primary and secondary school teachers' participation in school administration. The sample was taken from schools of West Bengal and TPSAS was used for collection of sample data. The researchers employed t' Test technique to analyse the data. The study found that the primary school teachers participate in school administration more than the secondary school teachers. And, within primary teachers, the male teachers are participating more actively than the female teachers.

Jai and Hooda (2018) conducted research on the topic Administrative Behaviour of Head Teachers working in Private and Government High Schools. The aim of the research was to study the administrative behaviour of Head Teachers working in private and government high schools. The study, sampled in Haryana, revealed that male Head teachers working in government and private high schools differed significantly in the organising dimension of school administration in which male Head

teachers of private schools were found to be more participative. For other dimensions, no significant difference was observed. For female Head teachers working in government and private high schools, significant differences were observed in planning, organization and decision-making. In planning and decision making, female Head teachers of private high schools were better and in organizing, female Head teachers of government high schools were better than their counterparts. Gender difference (male and female Head teachers) was found to be significant in planning, decision making and overall administrative behavior. Male Head teachers were found to be more participative than female Head teachers.

Teacher participation in school administration is a trend that is set to transform 'top-down' approaches which has over a period of time reduced the teachers to just the tools of implementing policies and decisions without making any meaningful contribution. Democratic school administration should therefore work as a tool to seek cooperation of all personnel in the execution of educational policies and programs. It helps develop conducive working in the administration, and hence, educational arrangements and teaching becomes progressive and effective.

Though the need to change to democratic way of functioning of school administration is well established, there is no strong empirical confirmation for theoretical claims that high degree of participation by teachers in the school decision leads to better school performance. This inconsistency between the theory and the practical observation does not allow formulation of desirable policies as regards the role of the teachers in school administration. Therefore, in order to promote the democratic concept of school administration, it is necessary to validate

the concept of "teacher participation in school decision making" and see the impact the inclusive participation of stakeholders in administration has over the performance of the institution. The comparative study of various models can be a very good indicator of the validation (or otherwise) of this concept. The research thus aims to study the varying levels of participation of teachers in various dimensions of school administration and also carry out a comparative study of the levels of participation among teachers employed in primary/secondary schools.

### Research Questions

- What is the level of participation of the teachers in the school administration?
- Does the level of participation in school administration differ among teachers working in Primary and Secondary schools?
- Does the level of participation in school administration show differences according to demographic characteristics (gender) of the teachers?

### Hypotheses

H01: There is no significant difference in the degree of participation of primary and secondary school teachers in the Planning dimension of the school administration.

H02: There is no significant difference in the degree of participation of primary and secondary school teachers in the Organising dimension of the school administration.

H03: There is no significant difference in the degree of participation of primary and secondary school teachers in the Communicating dimension of the school administration.

H04: There is no significant difference in the degree of participation of primary and secondary school teachers in the Controlling dimension of the school administration.

H05: There is no significant difference in the degree of participation of primary and secondary school teachers in the Evaluating dimension of the school administration.

H06: There is no significant difference in the degree of participation of male and female teachers in the Planning dimension of the school administration.

H07: There is no significant difference in the degree of participation of male and female teachers in the Organising dimension of the school administration.

H08: There is no significant difference in the degree of participation of male and female teachers in the Communicating dimension of the school administration.

H09: There is no significant difference in the degree of participation of male and female teachers in the Controlling dimension of the school administration.

H10: There is no significant difference in the degree of participation of male and female teachers in the Evaluating dimension of the school administration.

## Methodology

### Sample of the Study

A sample size of 100 teachers from various primary and secondary school teachers was collected. Samples have been collected from three government and two private schools in Panchkula. The comparison was carried out primarily for the five dimensions of school administration as covered in TPSAS.

### Method of Sampling

Since it would be difficult to reach the entire universe, "Simple Random Sampling" technique was used where each element in the universe was given an "equal" and "independent" choice for being selected. Hence, the weightage assigned to each element for calculations was the same.

## Results

**Hypothesis H01: There is no significant difference in the degree of participation of primary and secondary school teachers in the Planning dimension of the school administration.**

**Table 1. Primary Vs Secondary Teachers : Planning Dimension of Administration.**

| Dimension | Category           | N  | Mean  | SD   | Calc 't' | Interpretation  |
|-----------|--------------------|----|-------|------|----------|-----------------|
| Planning  | Primary Teachers   | 50 | 16.02 | 6.93 | 0.23     | Not significant |
|           | Secondary Teachers | 50 | 15.72 | 6.13 |          |                 |

### Interpretation of the data

There is no significant difference between the means of primary and secondary teachers in the planning dimension of the school administration. The calculated 't' value (0.23) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

### Result

Hence, Hypothesis H01 "There is no significant difference in the degree of participation of primary and secondary teachers in the planning dimension of the school administration" is accepted. There is no significant difference in the degree of participation of primary and secondary teachers in the planning dimension of the school administration.

**Hypothesis H02: There is no significant difference in the degree of participation of primary and secondary school teachers in the Organising dimension of the school administration.**

**Table 2. Primary Vs Secondary Teachers : Organising Dimension of Administration.**

| Dimension         | Category           | N  | Mean  | SD   | Calc 't' | Interpretation  |
|-------------------|--------------------|----|-------|------|----------|-----------------|
| <b>Organising</b> | Primary Teachers   | 50 | 24.68 | 3.51 | 0.67     | Not significant |
|                   | Secondary Teachers | 50 | 24.24 | 3.05 |          |                 |

### Interpretation of the data

There is no significant difference between the means of primary and secondary teachers in the organising dimension of the school administration. The calculated t' value (0.67) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

### Result

Hence, Hypothesis H02 "There is no significant difference in the degree of participation of primary and secondary teachers in the organising dimension of the school administration" is accepted. There is no significant difference in the degree of participation of primary and secondary teachers in the organising dimension of the school administration.

**Hypothesis H03: There is no significant difference in the degree of participation of primary and secondary school teachers in the Communicating dimension of the school administration.**

**Table 3. Primary Vs Secondary Teachers : Communicating Dimension of Administration.**

| Dimension            | Category           | N  | Mean  | SD   | Calc 't' | Interpretation  |
|----------------------|--------------------|----|-------|------|----------|-----------------|
| <b>Communicating</b> | Primary Teachers   | 50 | 25.96 | 6.24 | 1.17     | Not significant |
|                      | Secondary Teachers | 50 | 24.54 | 5.94 |          |                 |

### Interpretation of the data

There is no significant difference between the means of primary and secondary teachers in the communicating dimension of the school administration. The calculated 't' value (1.17) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

### Result

Hence, Hypothesis H03 "There is no

significant difference in the degree of participation of primary and secondary teachers in the communicating dimension of the school administration" is accepted. There is no significant difference in the degree of participation of primary and secondary teachers in the communicating dimension of the school administration.

**Hypothesis H04: There is no significant difference in the degree of participation of primary and secondary school teachers in the Controlling dimension of the school administration.**



**Table 4. Primary Vs Secondary Teachers : Controlling Dimension of Administration.**

| Dimension          | Category             | N  | Mean  | SD   | Calc 't' | Interpretation  |
|--------------------|----------------------|----|-------|------|----------|-----------------|
| <b>Controlling</b> | Govt School Teachers | 50 | 14.96 | 4.31 | 0.09     | Not Significant |
|                    | Pvt School Teachers  | 50 | 15.04 | 4.60 |          |                 |

**Interpretation of the data**

There is no significant difference between the means of primary and secondary teachers in the controlling dimension of the school administration. The calculated 't' value (0.09) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

**Result**

Hence, Hypothesis H04 "There is no significant difference in the degree of participation of primary and secondary teachers in the controlling dimension of the school administration" is accepted. There is no significant difference in the degree of participation of primary and secondary teachers in the controlling dimension of the school administration.

**Hypothesis H05: There is no significant difference in the degree of participation of primary and secondary school teachers in the Evaluating dimension of the school administration.**

**Table 5. Primary Vs Secondary Teachers : Evaluating Dimension of Administration.**

| Dimension         | Category           | N  | Mean  | SD   | Calc 't' | Interpretation  |
|-------------------|--------------------|----|-------|------|----------|-----------------|
| <b>Evaluating</b> | Primary Teachers   | 50 | 16.42 | 2.19 | 0.50     | Not significant |
|                   | Secondary Teachers | 50 | 16.62 | 1.82 |          |                 |

**Interpretation of the data**

There is no significant difference between the means of primary and secondary teachers in the evaluating dimension of the school administration. The calculated 't' value (0.05) is smaller than the critical value of 't' at significance levels of both at 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

significant difference in the degree of participation of primary and secondary teachers in the evaluating dimension of the school administration" is accepted. There is no significant difference in the degree of participation of primary and secondary teachers in the evaluating dimension of the school administration.

**Result**

Hence, Hypothesis H5 "There is no

**Primary Vs Secondary Teachers: Summary of Participation in Administration.**

**Table 6. Primary Vs Secondary Teachers: Summary of Participation in Administration.**

| S. No. | Administrative Dimension | Primary |       | Secondary |       | 't'  | Significance           |       | Significance           |       |
|--------|--------------------------|---------|-------|-----------|-------|------|------------------------|-------|------------------------|-------|
|        |                          | n =     | 50    | n =       | 50    |      | $\alpha=0.05$          | df=98 | $\alpha=0.01$          | df=98 |
|        |                          | Mean    | SD    | Mean      | SD    |      | Critical Value<br>1.98 |       | Critical Value<br>2.63 |       |
| 1      | Planning                 | 16.02   | 6.93  | 15.72     | 6.13  | 0.23 | N.S                    |       | N.S                    |       |
| 2      | Organising               | 24.68   | 3.51  | 24.24     | 3.05  | 0.67 | N.S                    |       | N.S                    |       |
| 3      | Communicating            | 25.96   | 6.24  | 24.54     | 5.94  | 1.17 | N.S                    |       | N.S                    |       |
| 4      | Controlling              | 14.96   | 4.31  | 15.04     | 4.60  | 0.09 | N.S                    |       | N.S                    |       |
| 5      | Evaluating               | 16.42   | 2.19  | 16.62     | 1.82  | 0.50 | N.S                    |       | N.S                    |       |
|        | Overall                  | 98.04   | 20.41 | 96.16     | 18.08 | 0.49 | N.S                    |       | N.S                    |       |

**Hypothesis H06: There is no significant difference in the degree of participation of male and female teachers in the Planning dimension of the school administration.**

**Table 07. Male Vs Female Teachers : Planning Dimension of Administration.**

| Dimension | Category        | N  | Mean  | SD   | Calc 't' | Interpretation |
|-----------|-----------------|----|-------|------|----------|----------------|
| Planning  | Male Teachers   | 42 | 17.98 | 6.57 | 2.81     | Significant    |
|           | Female Teachers | 58 | 14.34 | 6.08 |          |                |

### Interpretation of the data

There is a significant difference between the means of male and female teachers in the planning dimension of the school administration. The calculated 't' value (2.81) is greater than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups have real intrinsic differences and the difference is significant.

### Result

Hence, Hypothesis H06 "There is no significant difference in the degree of participation

of male and female teachers in the planning dimension of the school administration" is rejected. The participation of the male teachers in the planning dimension of the school administration is significantly higher than that of female teachers.

**Hypothesis H07: There is no significant difference in the degree of participation of male and female teachers in the Organising dimension of the school administration.**

**Table 08. Male Vs Female Teachers : Organising Dimension of Administration.**

| Dimension         | Category        | N  | Mean  | SD   | Calc 't' | Interpretation  |
|-------------------|-----------------|----|-------|------|----------|-----------------|
| <b>Organising</b> | Male Teachers   | 42 | 25.17 | 3.33 | 1.84     | Not significant |
|                   | Female Teachers | 58 | 23.95 | 3.18 |          |                 |

**Interpretation of the data**

There is no significant difference between the means of male and female teachers in the organising dimension of the school administration. The calculated 't' value (1.84) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

**Result**

Hence, Hypothesis H07 "There is no significant difference in the degree of participation of male and female teachers in the organising dimension of the school administration" is accepted. There is no significant difference in the degree of participation of male and female teachers in the organising dimension of the school administration.

**Hypothesis H08: There is no significant difference in the degree of participation of male and female teachers in the Communicating dimension of the school administration.**

**Table 09. Male Vs Female Teachers : Communicating Dimension of Administration.**

| Dimension            | Category        | N  | Mean  | SD   | Calc 't' | Interpretation |
|----------------------|-----------------|----|-------|------|----------|----------------|
| <b>Communicating</b> | Male Teachers   | 42 | 27.45 | 6.29 | 3.14     | Significant    |
|                      | Female Teachers | 58 | 23.66 | 5.47 |          |                |

**Interpretation of the data**

There is a significant difference between the means of male and female teachers in the communicating dimension of the school administration. The calculated 't' value (3.14) is greater than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups have real intrinsic differences and the difference is significant.

**Result**

Hence, Hypothesis H08 "There is

no significant difference in the degree of participation of male and female teachers in the communicating dimension of the school administration" is rejected. The participation of the male teachers in the communicating dimension of the school administration is significantly higher than that of female teachers.

**Hypothesis H09: There is no significant difference in the degree of participation of male and female teachers in the Controlling dimension of the school administration.**



**Table 10. Male Vs Female Teachers : Controlling Dimension  
of Administration**

| Dimension          | Category        | N  | Mean  | SD   | Calc 't' | Interpretation |
|--------------------|-----------------|----|-------|------|----------|----------------|
| <b>Controlling</b> | Male Teachers   | 42 | 16.38 | 4.70 | 2.66     | Significant    |
|                    | Female Teachers | 58 | 14.00 | 3.99 |          |                |

#### **Interpretation of the data**

There is a significant difference between the means of male and female teachers in the controlling dimension of the school administration. The calculated 't' value (2.66) is greater than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups have real intrinsic differences and the difference is significant.

#### **Result**

Hence, Hypothesis H09 "There is no significant difference in the degree of participation of male and female teachers in the controlling dimension of the school administration" is rejected. The participation of the male teachers in the controlling dimension of the school administration is significantly higher than that of female teachers.

**Hypothesis H10: There is no significant difference in the degree of participation of male and female teachers in the Evaluating dimension of the school administration.**

**Table 11. Male Vs Female Teachers : Evaluating Dimension  
of Administration**

| Dimension         | Category        | N  | Mean  | SD   | Calc 't' | Interpretation  |
|-------------------|-----------------|----|-------|------|----------|-----------------|
| <b>Evaluating</b> | Male Teachers   | 42 | 16.81 | 2.19 | 1.20     | Not significant |
|                   | Female Teachers | 58 | 16.31 | 1.85 |          |                 |

#### **Interpretation of the data**

There is no significant difference between the means of male and female teachers in the evaluating dimension of the school administration. The calculated 't' value (1.20) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

#### **Result**

Hence, Hypothesis H10 "There is

no significant difference in the degree of participation of male and female teachers in the evaluating dimension of the school administration" is accepted. There is no significant difference in the degree of participation of male and female teachers in the evaluating dimension of the school administration.

#### **Male Vs Female Teachers: Summary of Participation.**

**Table 12 : Male Vs Female Teachers : Summary of Participation in Administration.**

| S.No. | Administrative Dimension | Male   |       | Female |       | ‘t’  | Significance        |                 | Significance        |       |
|-------|--------------------------|--------|-------|--------|-------|------|---------------------|-----------------|---------------------|-------|
|       |                          | n =42  |       | n =58  |       |      | $\alpha=0.05$       | df=98           | $\alpha=0.01$       | df=98 |
|       |                          | Mean   | SD    | Mean   | SD    |      | Critical Value 1.98 |                 | Critical Value 2.63 |       |
| 1     | Planning                 | 17.98  | 6.57  | 14.34  | 6.08  | 2.81 | Significant         | Significant     |                     |       |
| 2     | Organising               | 25.17  | 3.33  | 23.95  | 3.18  | 1.84 | Not significant     | Not significant |                     |       |
| 3     | Communicating            | 27.45  | 6.29  | 23.66  | 5.47  | 3.14 | Significant         | Significant     |                     |       |
| 4     | Controlling              | 16.38  | 4.70  | 14.00  | 3.99  | 2.66 | Significant         | Significant     |                     |       |
| 5     | Evaluating               | 16.81  | 2.19  | 16.31  | 1.85  | 1.20 | Not significant     | Not significant |                     |       |
|       | Overall                  | 103.79 | 20.24 | 92.26  | 17.01 | 3.00 | Significant         | Significant     |                     |       |

**Overall degree of participation in school administration among the teachers working as Primary and Secondary teachers in various schools.**

**Table 13. Primary Vs Secondary Teachers : Overall Degree of Participation in Administration.**

| Dimension | Category           | N  | Mean  | SD    | Calc 't' | Interpretation  |
|-----------|--------------------|----|-------|-------|----------|-----------------|
| Overall   | Primary Teachers   | 50 | 98.04 | 20.41 | 0.49     | Not significant |
|           | Secondary Teachers | 50 | 96.16 | 18.08 |          |                 |

### Interpretation of the data

There is no significant difference between the means of overall participation of primary and secondary teachers in the various dimensions of the school administration. The calculated 't' value (0.49) is smaller than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups do not have any real intrinsic difference.

### Result

There is no significant difference among the primary and secondary school teachers in the overall participation in various dimensions of the school administration. Overall degree of participation in school administration among the Male and Female teachers working in various schools

**Table 14. Male Vs Female Teachers : Overall Degree of Participation in Administration**

| Dimension | Category        | N  | Mean   | SD    | Calc 't' | Interpretation             |
|-----------|-----------------|----|--------|-------|----------|----------------------------|
| Overall   | Male Teachers   | 50 | 103.79 | 20.24 | 3.00     | Significant at both levels |
|           | Female Teachers | 50 | 92.26  | 17.01 |          |                            |

### Interpretation of the data

There is a significant difference between the means of overall participation of male and female teachers in the various dimensions of the school administration. The calculated 't' value (3.00) is larger than the critical value of 't' at significance levels of both 0.05 (1.98) and 0.01 (2.63). It is thus inferred that the two groups have real intrinsic differences and the difference is significant.

### Result

There is significant difference among the male and the female school teachers in the overall participation in various dimensions of the school administration. Participation by male teachers is significantly higher than female teachers.

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