



Teacher's Participation In School Administration At The Secondary Level Of Education

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Abstract

The NPE (1986) is repeatedly said "the status of the teacher reflects the socio-cultural ethos of society and no people can rise above the level of its teachers". For the achievement of high standard of education as well as well smooth functioning of academic activities, teacher participation is must. The major areas of school administration in which teacher should participate are Planning, Organizing, Communicating, Controlling and Evaluation. The objectives of the study were to ascertain the percentage of teachers taking part in planning, organizing, communicating, controlling and evaluation of administration system in relation to gender, educational qualification and teaching experience. A Descriptive study survey design was adopted for the study. For the study a representative sample of 100 teachers were selected from the 10 secondary schools of Gonda, Uttar Pradesh. The samples were collected on the basis of three variables gender, educational qualification and teaching experience through simple random sampling method. For the purpose of data collection the TPSAS (Teachers' Participation In School Administration Scale) of Taj (1985) was used. Findings of the study were that in planning there existed significant difference in teachers' participation in relation to gender variation but non-significant in relation to educational qualification and teaching experience, there did not exist any significance difference in organizing function of teachers in relation to gender, teaching experience, and educational qualification, in respect of communicating role of secondary schools there existed a significant difference in relation to gender and educational qualification but there did not exist any difference in relation to teaching experience, there existed significance difference in controlling functions of secondary schools in relation to gender but there did not existed any difference in relation to educational qualification and teaching experience and in evaluating there existed a significant different in teachers participations in school administration with regard to gender but there did not existed significant different with regard to educational qualification and teaching experience.

Key Words: Teacher's Participation, Professional development and School Administration

Introduction

Teachers are called nation builder. In every country, in every period, and in every society the role of teachers is of great importance. It is left to the teachers to inculcate right values, the values of good citizenship, producing law-abiding and nation loving citizens. The development of a nation along with a conscious and productive citizenry depends upon the standards of education. To a large extent, this depends on the standard of teacher because teachers are undoubtedly the most important component of our educational system and in fact, he is the top- most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. Long back it has been remarked by the Kothari commission that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Thus, the quality of education largely depends upon the quality of teacher.

The NPE (1986) is repeatedly said “the status of the teacher reflects the socio-cultural ethos of society and no people can rise above the level of its teachers”. For the achievement of high standard of education as well as well smooth functioning of academic activities, teacher participation is must. The major areas of school administration in which teacher should participate are:

Planning, in this teacher lays out school time table and the school calendar for academic year.

Organizing, in this area items on processing and arranging activities and materials systematically both in curricular and extra-curricular area are included.

Communicating, the items in this area pertain to how teacher exchange his ideas between himself and his colleagues, head of the school, students and parents.

Controlling, the items covered in this area, all the participation of teachers in taking decisions regarding selection of innovative method of teachings, budgets for curricular and extra curricular activities etc.

Evaluation, it is the core of school administration, without this no objective can known to judging the suitability and adequacy of physical facilities, instructional material and evaluating the health status of pupils in school etc.

Rationale of the study

The quality of nation depends upon the quality of its citizens and the quality of citizens depends upon the quality of education. It is said that education is the only device to eradicate disparity, child labor, illiteracy and to bring democratic value like fraternity, equality, justice etc. Teachers are the backbone behind progress and prosperity of a nation. School's administration cannot run smoothly and cannot achieved marvelous performance from students without active participation of teachers. After thorough reviews of theoretical and empirical literature the areas in which the teachers should participate in school administration are Planning, Organizing, Communicating, Controlling, and Evaluation, and

then only teacher can help implementation of the developmental programme of the society. In the school, headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional competence will largely depend on the tone and efficiency of the school. He should be a good leader to be able to inspire teachers who work under his direction. In a democracy, he cannot drive them. He should follow democratic leadership which is aimed at increasing the effectiveness and improvement of staff and school because assumption is that administrator is the high school headmaster. In larger school, many of the duties of the administration will be performed of the assistant headmasters and other members of the school staff. Gupta (1976) found that teachers were put on the administrative assignment just on the basis of seniority in educational administration. Further, Bhagabaji (1984) observed that teachers in charge of games and sports whole heartedly participated or supported the co-curricular activities programme. In the light of above discussions, it is evident that teacher participation in school administration is gaining importance and also essential for school quality and academic goal achievement.

Statement of the problem

The problem is stated as **Teacher's participation in school administration at the secondary level of education.**

Objectives of the study

Keeping in view the need of the problem, the investigation formulated the following objectives.

To ascertain the percentage of teacher taking part in planning of administration system in relation to gender, educational qualification and teaching experience.

To determine the percentage of teacher taking part in organization of administration system in relation to gender, educational qualification and teaching experience.

To find out the percentage of teacher taking part in communicating of administration system in relation to gender, educational qualification and teaching experience.

To assess the percentage of teacher taking part in controlling of administration system in relation to gender, educational qualification and teaching experience.

To determine the percentage of teacher taking part in evaluation of administration system in relation to gender, educational qualification and teaching experience.

To assess differences if any in the teacher's part in school administration through both self rating and headmaster's rating.

Hypotheses of the study

In the context of the objectives stated above the following hypotheses was tentatively formulated. The entire hypotheses were formulated in null form for ease of testing and verification.

HO 1: In planning there doesn't exist any significant difference in teacher's participation in relation to gender, educational qualification and teaching experience.

HO 2: There doesn't exist any significant difference in their organizing function of institution in teacher belonging to categories of gender, educational qualification and teaching experience.

HO 3: There does not exist significant difference in male and female, below post and above post graduate, experience and Inexperience teachers in respect of communication component of administration of the school.

HO 4: There does not exist significant difference in male and female, below post graduate and above post graduate, experience and inexperience teachers in effective control of school administration.

HO 5: There does not exist significant difference in teachers in relate to the evaluation process of the school administration with regard to gender, educational qualification and experience variation.

HO 6: Teacher's participation in school administration as a whole is not distinctively different in male and female, experience and inexperience, educational qualification of teacher.

HO 7: Educational qualification wise variation in teacher does not differentiate below post graduate from the above post graduate in their participation towards school administration.

HO 8: Experience wise variation in teachers does not differentiate experienced teacher from the inexperienced teacher in their participation towards school administration.

HO9: There does not exist significance difference in the part of teachers in school administration in between most participating and least participating teachers when rated by self.

HO10: There does not exist significance difference in the part of teachers in school administration in between most participating and least participating teachers when headmaster.

Method of the study

The study was conducted in accordance with the following procedure:

The design

The purpose of the study was that the teacher's participation in school administration was studied in relation to gender, teaching experience and educational qualification. A Descriptive study survey design was adopted for the study of the problem.

The sample

For the study, a representative sample of 100 teachers were selected from the 10 secondary schools of Gonda, Uttar Pradesh. The samples were collected on the basis of three variables gender, educational qualification and teaching experience through simple random sampling method.

Tools used

For the purpose of data collection the TPSAS (Teachers' Participation In School Administration Scale) of Taj (1985) was used for teachers' self rating and questionnaire developed by investigator was used for headmaster rating.

Scoring of the scale

TPSAS scale was scored as per the manual. As per the variable wise, component wise, question wise and in totality, the data sheet was prepared. The responses of teachers were scored according to the manual. In this rating scale there were no negative items, all scale items were positive and they were scored equally. The positive items were scored numerically 5, 4, 3, 2, 1 respectively for Always, Frequently, Occasionally, Rarely, Never.

Techniques of data analysis

Based on stated objectives and formulated hypotheses the present investigation went on for collection of data, scoring and interpretation. Collection of data were done through the administration of standard TPSAS scale developed by Taj (1985). Responses were collected on the questionnaire itself. For scoring, procedure as mentioned in the test manual had been followed. For interpretation of scores both differential and inferential statistics had been used.

Results and Discussions

The descriptive statistics procedures were then followed for analyzing the scores. Descriptive measures like mean, median, mode were found to be 84.3, 83.94, 83.22 respectively. The semi - inter quartile range of the distribution of scores being 10.9, the sum of the median and semi - inter quartile range found to be 98.84 and difference between two was 73.04. The first and the third quartile was 73, 98.8 respectively. The Skewness of the curve was found to be 0.07 against 0 and kurtosis was 0.255 against 0.263. Thus, the investigator concluded that the scores obtained by teachers on TPSAS deviates slightly from normality. On the whole the distribution was positively skewed and tending to leptokurtic.

Further it was inferred that the sub-sample mean and standard deviation are found to be 86.6 and 85.48(mean) and 16.35 and 16.3(SD) in case of gender variation, 86.74 and 83(mean) and 15.29 and 19.4(SD) in case of educational qualification variation, 82.88 and 83.73(mean) and 15.5 and 16.7(SD) in case of teaching experience variation. In totality the calculated mean was 84.3 and standard deviation was 15.76 respectively. It was found that 't' value- 0.33 in case of gender variation was not significant. Therefore, the null hypotheses H_{06} teachers' participation in school administration is not distinctively different in male and female variation was not rejected, it was retained. The findings drew out gender difference did not influence in teachers participation in school administration. The study was conformity with earlier studies done by Bhagabaji (1984) and Gupta (1976) who had shown that gender didn't play significant role in school administration. In the case of educational qualification, 't' value- 1.07 was found to be insignificant. Therefore, the null hypotheses H_{06} that teacher's participation in school administration was not distinctively different in educational qualification were retained. So, it can be concluded that educational qualification did not influence in teacher participation in school administration. The study was conformity with earlier studies given by Mohanty (1997), Naik (1982) and Panda (1975) who had shown that educational qualification didn't play significant role. The calculated 't' ratio 0.3 in the case of Educational qualification was not significant. Thus null hypotheses H_{06} teacher's participation in school administration was not distinctively different in teaching experience were not rejected. The findings revealed that teaching experience did not play significant role in teacher's participation in school administration. The study was in conformity with the earlier studies conducted by Somech (1990), Reitzug (1994), Denny (1990) who had shown that teaching experience didn't play significant role. Based upon the result cited above, the investigator concluded that the result might be considered appropriate.

In the case of planning wise difference in gender variation, the calculated 't' 4.11 was found to be significant. Thus, the null hypotheses H_{01} in planning that there doesn't exist any significant difference in teachers participation in relation to gender was rejected. So, it revealed that planning wise difference in gender variation played a vital role in teacher's participation in school administration. This finding was in conformity with the findings of Blasé and Blasé (1999), Short (1994) who had shown that gender did play significant role in planning. In case of educational qualification, calculated 't' value 0.46 was insignificant. Thus the null hypotheses H_{01} , there does not exist any significant difference in teacher's participation in relation to educational qualification was not rejected, it was retained. So, the planning wise difference in educational qualification in school administration did not influence in the same. The finding was in conformity with the findings of kahrs (1996) and Marks (1997) who had shown that educational qualification didn't play significant role in planning. In the case of teaching experience based on planning area calculated 't' ratio 0.23 was not significant. Thus the null hypotheses H_{01} , there does not exist any significant

difference in their planning function of institution in teacher belonging to categories of teaching experience was not rejected. Thus, it revealed that teaching experience did not play a significant role in teacher's participation in school administration. The conformity with earlier studies given by Riesgraf (2002), Taylor (1911) and Lawler (1986) who had shown that teaching experience didn't play significant role.

Gender variation in their organizing functions of institution did not influence in teachers participation in school administration as the calculated 't' ratio 1.49 was not significant. Thus the null hypotheses H_{02} was not rejected. This finding was in conformity with the finding of Coch & French (1984) who had shown that gender didn't play significant role in organizing functions of institutions. In the case of educational qualification calculated 't' 1.35 was not significant. Thus the null hypotheses H_{02} , there does not exist any significant difference in their organizing function of institution in teacher belonging to categories of educational qualification was not rejected. The study was conformity with earlier studies given by Barnard (1938) and Bolman (1997) who had shown that educational qualification didn't play significant role in organizing. In case of teaching experience, calculated 't' ratio was insignificant. Thus the null hypotheses H_{02} , there does not exist any significant difference in their organizing function of institution in teacher belonging to categories of teaching experience was not rejected. This finding was in conformity with the finding of Conley (1986) and Shedd (1986) who had shown that teaching experience didn't play significant role in organizing.

In the case of communicating wise difference in teachers participation in school administration towards gender variation calculated 't' ratio 4 was significant. Therefore the null hypotheses H_{03} there does not exist significant difference in male and female in respect of communication component of administration of the school was rejected. The finding revealed that gender did influence teachers' participation in school administration. This study was conformity with earlier studies Mohrman (1992) and Dachler (1978) who had shown that gender did play significant role in communicating. In case of educational qualification, the calculated 't' 2.14 was significant. Therefore the null hypotheses H_{03} , there does not exist significant difference in below graduate and above graduate in respect of communication component of administration of the school was rejected. It showed that Educational qualification did play a significant role in teacher's participation in school administration. This finding was in conformity with the finding of Coch (1948) and French (1948) who had shown that educational qualification did play significant role in communicating. In case of teaching experience, the calculated 't' 1.49 was insignificant. Therefore the null hypotheses H_{03} , there does not exist significant difference in teaching experience in respect of communication component of administration of the school was not rejected. Teaching experience did not play a significant role in teacher's participation in school administration. This finding was in conformity with the finding of Greenberg (1975)

and Marx (1867) who had shown that teaching experience didn't play significant role in communicating.

In case of controlling, the calculated 't' 2.17(gender) was significant. Therefore the null hypotheses H_{04} , there does not exist significant difference in male and female in effective control of administration of the school was rejected. Gender played a significant role in teacher's participation in school administration. This finding was in conformity with the finding of Dachler and Wilpert (1978) who had shown that gender played significant role in controlling. In the case of educational qualification calculated 't' 1.20 was not significant. Thus the null hypotheses H_{04} was not rejected. The study was in conformity with earlier studies given by Keith (1996) and Margulies (1978) who had shown that educational qualification didn't play significant role in controlling. In case of teaching experience, the calculated 't' 0.97 was insignificant. Therefore the null hypotheses H_{04} that there does not exist significant difference in above 5 years and below 5 years in effective control of administration of the school was not rejected. Teaching experience did not play a significant role in teacher's participation in school administration. This finding was in conformity with the finding of Imber and Neidt (1990) who had shown that teaching experience didn't play significant role in controlling.

In case of evaluation, calculated 't' ratio 2.82 was significant because it is greater than table 't' value which is 1.96 at 0.05 and 2.58 at 0.01 level. Thus the null hypotheses H_{05} , there does not exist any significant difference in teachers in relate to the evaluation process of the school administration with regard to gender variation was rejected, it influenced in teachers participation in school administration. This finding was in conformity with the finding of Alutto and Belasco (1973) who had shown that gender played significant role in evaluating. In the case of educational qualification calculated 't' 0.64 was not significant. Thus the null hypotheses H_{05} , there does not exist significant difference in teachers in relate to the evaluation process of the school administration with regard to educational qualification was not rejected. This was in conformity with the earlier studies reported by Rice and Schneider (1994) who had shown that educational qualification didn't play significant role in evaluating. In the case of evaluating wise difference in teachers participation in school administration towards teaching experience variation, calculated 't' ratio 0.71 was not significant. Therefore the null hypotheses H_{05} , there does not exist significant difference in relation to the evaluation process of the school administration with regard to experience variation was not rejected. The finding revealed that teaching experience did not influence teachers' participation in school administration.

In this case of most and least participating teachers in school administration, the calculated 't' ratio 17.51 was significant. Therefore the null hypotheses H_{09} , there does not exist significant difference in the part of teachers in school administration in between most participating and least participating teachers when rated by self was rejected. The finding

was in conformity with the earlier studies reported by Jennings (1988) and Vollrath (1988). In the case of teachers rated by headmasters, the calculated 't' ratio 41.57 was significant. Therefore the null hypotheses H_{010} , there does not exist significant difference in the part of teachers in school administration in between most participating and least participating teachers when rated by headmaster was rejected. This finding was in conformity with Husdil (1985) and Das (1990). Based upon the result cited above, the investigator concluded that the result might be considered appropriate.

Findings of the study

In planning there existed significant difference in teachers' participation in relation to gender variation but there existed insignificant difference in relation to educational qualification and teaching experience.

There did not exist any significance difference in organizing function of teachers in relation to gender, teaching experience, and educational qualification.

In respect of communicating role of secondary schools there existed a significant difference in relation to gender and educational qualification but there did not exist any difference in relation to teaching experience.

There existed significance difference in controlling functions of secondary schools in relation to gender but there did not exist any difference in relation to educational qualification and teaching experience.

In evaluating there existed a significant difference in teachers participations in school administration with regard to gender but there did not exist significant difference with regard to educational qualification and teaching experience.

There did not exist any significant difference in teachers participation in school administration as whole in male and female, experience and inexperience and educational qualification.

There did not exist any significance difference in teacher's participation in school administration in relation to educational qualification.

There did not exist any significance difference in teacher's participation in school administration in relation to experience variation.

There existed a significant difference in teachers least participating and most participating in school administration when rated by self.

There existed a significant difference in the part of teachers in school administration in between most participating and least participating when rated by headmaster.

Conclusion

In school administration the role of female teachers were observed to be higher than male teacher but there was no difference in educational qualification and teaching experience. This indicated that in planning of school administration these did not play a significant role.

In organizing function of the school the qualification of teachers their experiences and their gender variation did not had any vital steps. In school administration the role of teachers in communicating functions female teachers were observed to be higher than male teacher and below graduate were observed to be higher than above graduate but the teaching experience didn't differentiate anything in administration. In the controlling of school administration gender variation differs but educational qualification and teaching experience did not have any difference in the same. In evaluating process of school administration gender differs a lot but educational qualification and teaching experience didn't had any role to play. Educational qualification, gender and teaching experience didn't had any significant difference in school administration. In school administration difference lied between least participating and most participating teachers when they were rated by self and also there existed a difference when they were rated by headmaster.

Recommendation

The study focused on the teacher's participation in school administration at the secondary level of education. Study can look at the role of teachers in school administration. In this way the study confined to group of teachers at the secondary level. Future research should be conducted on a bigger scale this will give more accurate data on the findings. Since present study is a pilot study the data was restricted to the ten secondary schools of Gonda, Uttar Pradesh. It would be interesting also if a similar study in the same area were to be conducted to compare the present finding with the student in other region in Maharashtra. After the study of teacher's participation in school administration at the secondary level of education in Mumbai the following measures are the recommendations for its improvement.

Qualities of a Headmaster

In order to hold his key position efficiently a headmaster is required to be a man of qualities. An ordinary person will not be able to do justice to this job of great importance and responsibilities. In order to be a leader in the real sense he must be possess an outstanding personality and extraordinary traits. He should enjoy his status not by virtue of his qualities of head and heart. He must be a person of whom all concerned may be proud. He should be able to set a personal example of good conduct, high ideals, social service, and integrity, leadership, and what not. As an administrator he is responsible for administrative efficiency and integrity, as an educationist he is responsible for creating scholastic atmosphere in his school.

Qualities of a teacher

He must be conscious of the inadequacies of the present social economic religious and moral environment and strive to create in his pupil a desire to leave the world a better place than he found it.

He should move and strive for higher aims and ideals in life and should not run after the thing below his status and dignity.

No amount of sermons from the teacher can make much headway if he does not possess an impressive personality. A teacher teaches not only by what he says and does but very largely by what he is. Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manner of their teachers.

Self analysis and self appraisal on the part of teacher is necessary equipments.

The teacher must try to find his own shortcomings and try to remove them.

It is desirable for a teacher to possess an intellectual bent of mind, and his pursuits and engagements must be intellectual in nature rather than recreational and materialistic.

From the view of the pupils, the teacher should be sufficiently qualified to give them competent guidance in school work.

From the point of view of headmaster the teacher should be able to give the best results and bring credit to the school through the examination results.

Functions of teacher

He has to go about his work after careful and thorough planning. This primarily involves planning of lessons or preparation of the lessons.

Even after a long experience of decades of teaching he should not develop over confidence and choose to go to a class without prior study.

He should plan the use of audio visual aids and apparatus.

As an in charge of various co-curricular activities he should draw up well considered plans to obtain maximum educational benefit out of them.

He may have to plan and prepare the time table and divide the sessional work or syllabus into monthly and weekly units.

He has to extend cooperation in organizing and maintaining the school plant, up-keep and beautification of the school campus, maintenance of equipment, and paying attention to the cleanliness and sanitation of the neighborhood.

He must conduct himself as a competent organizer of various school activities and should not consider that the job ends with teaching.

The school plant

The school plant is one of the major aspects of school and administration. It refers to the material provisions of the school. The school campus, building, playgrounds, library, laboratories, class-room, canteen-all those put together mean the same thing what the school plant stands for. The school plant is of great importance because of its impact on the educational processes and programmers we must look upon the plant as an integral part of the learning environment.

The school plant must look like a nursery for the growth and development of young children.

It should be situated in healthy surrounding.

Its structure must be appropriate in respect of climate conditions.

It must look like an outstanding, healthy, neat and clean, and attractive building in the area concerned.

It should possess a stimulating and inviting look.

Text book

The handbook is primarily a service publication for incoming students. The better handbooks do not contain advertising and often are financed by an appropriation from the board of education, since they are employed in orienting new students to the school. One of the most frequent criticisms of handbook is that they are usually so small that they are difficult to read and to locate when needed. To be most serviceable, the handbook should be at least five by eight inches in size. The publication of a handbook or its periodic revision provides an appropriate project for the student council. Major topics included in it are a greeting and foreword by the principal, history of the school, annual events and school calendar, guide to rooms, assemblies, attendance and other regulations, graduation requirements, grading system, school records, interesting places in the school, the student council, athletics, clubs, music, courtesy ideal and school songs and cheers.

Discipline

It should grow from within. It should internal in nature and self discipline.

It should have an element of persuasion.

It consists of self framed and willingly observed rules and regulations.

It should carry freedom and free expression with it.

It should create an atmosphere of love and respect.

It should give full opportunity for the use and development of faculties.

It should free from punishments rather it should takes the help of rewards.

The teacher should be friend helper and guide.

It should base on self government and democracy.

Co-Curricular activities

There is a greater stress on these activities now. The change in their name from extra-curricular to co-curricular provides an indication of this new emphasis. The new education recognizes that child comes to school for all-round and harmonious development. Education is no longer confined to intellectual development. It aims at the development of the total personality. The development of physical, mental, emotional, aesthetic, social, moral, cultural and spiritual aspects of personality have to be ensured side by side. These activities provide

opportunities of self expression and participation which inculcate various important traits in the learner.

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