



Administrative participation among male and female college teachers of Kashmir

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Abstract

The present study was to access the administrative participation among male and female college teachers of Kashmir valley. The sample for the present study consisted of 400 college teachers selected from different colleges of Kashmir valley. Out of 400 colleges teachers 200 were males and 200 were female teachers. In order to access the administrative participation among male and female college teachers Administrative Participation Scale developed by Haseen Taj was used. The study revealed that significant difference was found between male and female college teachers on composite score of administrative participation which implies that male college teachers are more involved in the administrative affairs of the college than the female.

Keywords: administrative participation, male, female, college teachers

Introduction

Administrators are currently operating in complicated atmosphere therefore if they require achieving success; they need to be ready to share their time in collaborating body deciding (Peter, 1993). This involves magnified workers involvement within the day-after-day running of the establishment. However, colleges in continent and for that matter African country are undergoing speedy structural changes. With the introduction of decentralization policy in African country and therefore the current, instructional reforms being pursued, there's the probability of involving lecturers a lot of and if the directors can still play the central role within the lifetime of the colleges, then special stress will definitely have to be compelled to be placed on co-operation and consultation with the workers.

One cluster of researchers noted that, "It is at the division level that the important institutional business gets conducted" (Seagren, Creswell, & Wheeler, 1993). There's additionally growing proof that individuals develop a picture, or perception, of what makes a "good administrator" or ways that during which "good administrators" would behave in a very given scenario (Schermerhorn, Hunt & Osborn, 2000). People UN agency lead the tutorial department are referred to as the "front-line leaders" in teaching (Gmelch, 2000). Recent literature has advised that department heads face increasing pressures and demands on their roles as directors and leaders (Thompson, 1999, Brown, 2002; Brown & Moshavi, 2002). The position of the tutorial chief in teaching is one that needs leadership, body skills, and scholarship (Lucas, 2000; Gabbidon, 2005) and bridges the gap between school and administration. Nearly eighty % of all body selections in teaching are created at the tutorial department level (Knight & Holen, 1985; Wolverton, Gmelch, & Sarros, 1999; Brown & Moshavi, 2002). The studies highlight the analysis gap and build it evident that the realm continues to be undiscovered

and therefore deserves attention.

Today, a university allows the scholars to achieve excellence in information, and to contribute on to national development and develop intellectual and ethical leadership to the community at giant. Once associate nation tries to march towards the institution of an egalitarian society, supported political and economic justice and social equality, university education plays a vigorous half. Thus, the university education plays 2 vital functions; foremost the pursuit of information and therefore the attainment of excellence in numerous disciplines and second the event of a way of attribute that makes the university community responsive to its obligations and role towards the community of that it's a crucial section. The directors of education have a responsibility to play their allotted role in therefore have associate headache to play a key role in incessantly walking ahead to realize the specified goals. Education directors set instructional standards and goals and establish the policies and procedures to hold them bent win the specified goals. They additionally supervise managers, support workers, teachers, counselors, librarians, coaches, and others. They develop educational programs; monitor students' instructional progress; train and encourage lecturers and alternative staff; manage steering and alternative student services; administer record keeping; prepare budgets; handle relations with oldsters, prospective and current students, employers, and therefore the community; and perform several alternative duties. Instructional directors should possess the essential qualities of leadership, determination, confidence originality, and motivation. The power to create sound selections and to prepare and coordinate work expeditiously is crucial. as a result of abundant of associate administrator's job involves interacting with others, like students, parents, teachers, and therefore the community, someone in such a footing should have sturdy social skills and shall be a good somebody and inducement. Information of leadership

principles and practices, gained through work expertise and formal education, is very important.

Objectives

The following objectives have been formulated for the present investigation:

1. To study and compare the Administrative Participation of College Teachers on the basis of Gender.

Hypotheses

1. Male and female college teachers differ significantly on work motivation.

Sample

The sample for the present study consisted of 400 college teachers selected from different colleges of Kashmir valley. Out of 400 colleges teachers 200 were males and 200 were female teachers. The sample for the study was selected randomly from different colleges of the valley to ensure that every unit of the population could have equal chance of being selected.

List of Sample colleges

1. Amar Sing College, Srinagar, Kashmir.
2. Govt. Degree College, Bemina, Srinagar, Kashmir.
3. Govt. S.P. College, Srinagar, Kashmir.
4. Govt. College for Women, A.A. Road, Srinagar
5. Govt. Degree College, Sopore.
6. Govt. Degree Collage Kupwara
7. Govt. Degree College, Baramulla
8. Govt. Degree College, Bandipora
9. Govt. Degree College, Anantnag
10. Govt. Degree College for Women, Anantnag
11. Govt. Degree College, Bejbehara
12. Govt. Degree College, Kulgam

Selection of tools

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained four variables namely professional ethics, administrative participation, attitude towards teaching and work motivation. Therefore, such tools were decided to be chosen as could validity and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data.

1. Administrative Participation Scale developed by Haseen Taj

Analysis and Interpretation

Table 1: Showing the comparison of male and female college teachers on ‘Planning’ dimension of Administrative Participation.

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	24.30	6.28	2.91	Significant at 0.01
FCT	200	22.31	7.33		

MCT: Male College Teachers
FCT: Female College Teachers

The data of above table shows the mean difference between male and female college teachers on planning dimension of

administrative participation scale. The results of the table indicates that there is a significant difference between male and female college teachers on planning dimension of administrative participation scale, the obtained t-value came out to be (2.91) which is significant at 0.01 level. The mean difference favours male college teachers which imply that male college teachers are more actively involved in planning of the activities of the college than the female college teachers.

Table 2: Showing the main comparison of male and female college teachers on ‘organizing’ dimension of Administrative Participation.

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	27.27	6.47	6.97	Significant at 0.01 level
FCT	200	23.14	5.32		

MCT: Male College Teachers
FCT: Female College Teachers

A quick glance on the above table shows the significance of difference between the mean scores of male and female college teachers on organizing dimension of administrative participation scale. The results reveal that there is a significant mean difference between male and female college teachers on organizing dimension. The obtained t-value came out to be (6.97) which is significant at .01 level. The mean difference favours the male college teachers which imply that male teachers are more active in organization of institutional clubs than the female college teachers.

Table 3: Showing the mean comparison of male and female college teachers on ‘communicating’ dimension of Administrative Participation.

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	24.33	7.31	1.88	Insignificant
FCT	200	25.63	6.44		

MCT: Male College Teachers
FCT: Female College Teachers

A perusal of the above table shows that the mean difference between male and female college teachers on communicating dimension of administrative participation. The statistical data reveals that there is no significant difference between the two groups on communicating dimension of administrative participation The calculated t-value came out to be (1.88) which is insignificant. Both male and female college teachers show somewhat similar ability to exchange their ideas among their colleagues, head of institution and students. Though the mean difference favours the male college teachers but the difference failed to arrive at any level of confidence.

Table 4: Showing the mean comparison of male and female college teachers on ‘Controlling’ dimension Administrative Participation

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	20.32	6.72	3.16	Significant at 0.01 level
FCT	200	18.39	5.41		

MCT: Male College Teachers
FCT: Female College Teachers

The above table shows that there is a significant mean difference between male and female college teachers on

controlling dimension of administrative participation as reflected by t-value (3.16) which is greater than the tabulated t-value at 0.01 level of significance. The mean difference favours male college teachers which reveal that the male college teachers are more involved in the preparation of institutional budget and support to introduce innovative methods in the institution.

Table 5: Showing the mean comparison between male and female college teachers on 'Evaluating' dimension of administrative participation

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	17.21	5.41	5.90	Significant at 0.01 level
FCT	200	14.32	4.32		

MCT: Male College Teachers
FCT: Female College Teachers

A quick look on the above table shows the significance of difference between the mean scores of male and female college teachers on evaluating dimension of administrative participation scale. The results reveal that there is a significant mean difference between male and female college teachers on evaluating dimension of administrative participation. The obtain t-value came out to be (5.90) which is significant at 0.01 level. The mean difference favours male college teachers which implies that male teachers seem to take active part to see the progress of the students than the female college teachers.

Table 6: Showing the mean comparison of male and female college teachers on composite score of administrative participation.

Group	N	Mean	S.D	t-value	Level of Significance
MCT	200	113.43	15.41	6.07	Significant at 0.01 level
FCT	200	103.79	16.32		

MCT: Male College Teachers
FCT: Female College Teachers

The above table shows that there is a significant mean difference between male and female college teachers on composite score of administrative participation as reflected by t-value (6.07) which is greater than the tabulated t-value at 0.01 level of significance. The mean difference favours male college teachers which reveals that male college teachers are more involved in the administrative affairs of the college than the female college teachers.

In the light of the above empirical evidences, the hypothesis No. 1, which reads as, "Male and female college teachers differ significantly on administrative participation" stands accepted.

On the basis of the above mentioned results, the Objective No. 1, which reads as, "To study and compare the Administrative Participation of College Teachers on the basis of Gender" stands accomplished.

Conclusion

1. Significant difference was found between male and female college teachers on controlling dimension of administrative participation as reflected. Male college teachers are more involved in the preparation of institutional budget and support to introduce innovative

methods in the institution.

2. Significant difference was found between of male and female college teachers on evaluating dimension of administrative participation scale. Male teachers seem to take active part to see the progress of the students than the female college teachers.
3. Significant difference was found between male and female college teachers on composite score of administrative participation which implies that male college teachers are more involved in the administrative affairs of the college than the female.

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