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COMPARISON OF GENDER DISPARITY AND PROFESSIONAL TRAINING ON DECISION-MAKING PARTICIPATION: AN EMPIRICAL STUDY AMONG SECONDARY SCHOOL ACADEMIC STAFF

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ABSTRACT

The main objective of this study was to determine the comparison of gender disparity and professional training on decision-making participation. In this study population is comprised of public secondary school teachers from Kasur while 218 teachers (male 108, female 105, trained 117, untrained 99) were selected as sample through simple random sampling technique. Data was collected by using questionnaire through survey method. The findings of the study revealed that there was significant difference between male and female teachers about the factor policy, rules and regulation of decision-making. Furthermore, there also significance difference was found between trained and untrained teachers about all the factors of decision-making such as; planning, curriculum and instructions, Policy, Rules and Regulation, Student Affair and Discipline, Institutional Building, Budgeting and Income Generation. Moreover, it was found that there was also significant difference among the professional experience of the teachers. Significantly, this study is a stepping stone to adopt the new techniques and strategies for the development of educational institutions through teaching-learning process.

INTRODUCTION

The educational institutions play a significant role for the socio-economic development of the countries. These objectives can be achieved with the appropriate contribution of the teachers. Therefore, education institutions engage in recreation the professional's growth throughout the country with academic competencies (Wondesen & Brihanu, 2011). For the completion of

this purpose Public educational institutions fulfill their need of money from government while private institutions accumulate of their aids from students. So, it can be possible when teachers are involved in decision making and the growth of the institution (Zulfqar et al., 2016).

Participation in decision making means to cooperate, guide and help an individual or a group of individuals for the completion of the organizational objectives. Due to this the employees feel confidence, respect and trust being a part of the organization and perform their enthusiastic efforts for the development of the organization and also teaching-learning process (Invacivich et al, 2005; Somech, 2010). Due to participation in decision-making process, the teachers provide useful instructions and suggestions to the higher authorities to uplift of the working environment. Thus, the higher authorities implement these instructions to eradicate the problems faced by the employees during working hours (Salfi, 2011). The teachers' participation in decision making develop the teacher-principal relationship and trust. The principals are responsible to endorsed the useful suggestions and implement within the organization to make the successful completion of teaching-learning process which is the most important tool to enhance the academic achievement of the students and good well of the institution (Anjum et al., 2019).

Participation of teachers in decision making process has become an important deliberation in educational institutions. In order to build confidence between teachers and institution, the organizations focus on the participation of the teachers. Without focus on teacher's participation the institutions are unable to find out the level of teaching (Mangunda, 2003; Moran, 2009). The effective leadership make a plan, strategies according to the hierarchy of the management and then make a decision with the other employees. The participation in decision making of the other members is an effective source for achieve the goal of the organization. The decision can be made with the participation of and individual as well as group of the individuals (Keung, 2008; Melaku Yimam, 2011).

REVIEW OF RELATED LITERATURE

Somech (2002) suggested that there are three kinds of decision making in different areas, first is an individual level, second is group level and last one is at organizational level. The individual level related to the activities of the teacher in the class room. These activities based on the curricular performance like as teaching-learning, behavior of the teacher in class room, teaching methodologies, assessment and evaluation of the students etc. Moe (2009) The group level decisions relate to the group activities like as subject and curricular and include issues relating to the functioning of groups such as subject panels and co-curricular activities. The group level decisions include all those activities which can be performed with the other members in the group. The organizational level decisions are related to the issues at whole institution level like as policies, strategies, budget and admission policy. Crockenberg and Clark, (1979); Dressel (1981) and Wilson (1996) describes that a teacher can perform his duties in every field and gives the reasonable

result like as planning, curriculum and instructions, school policies, rules and regulations, school budget and income generation.

The planning is an important factor for the development of the organization. The planning is the first step to highlight the objectives and then suggest the curriculum for the completion of the objectives. The teaching strategies and methods and evaluation are the essential part of the planning. For making all these plans the participation of teacher is necessary because the teacher involves with all these activities and implements the ideas during his job hours in the class (Adane Tessera, 2002; Maria, 2007). The teacher participation in planning improves the commitment with the organization, understanding with the other members, communication with the students and the parents etc. The participation of the teachers in planning directly impacts on the students result and the students result impact on the organizational development (Schermerhorn, 1996; Somech, 2002).

The head of the organization cannot become successful without participate the other members. The head of the institution always take the steps to participate the teachers in all activities. The any decision or plan cannot be achieved successfully without the principal because all the functions are performed with the participation of the teacher. Planning comprises of decision making, development, make the strategies and decided that what to do, why to do, how to do and when to do. (Amos and Bernard, 1981; Mualuko et al., 2009). The curriculum is an important element in teaching-learning process. Curriculum is the best source to get the educational objectives. Teacher gives many instructions to the students during teaching learning process. They know that what curriculum and instructions may be helpful to enhance the ability of the students so the participation of the teacher in curriculum and instructions is play an important role (Algoush, 2010; Tripathi & Reddy, 2002).

Newcombe and McComick (2001) the participation of the teachers in policies making and also making rules and regulations gives a productive result. They designed the policies which are beneficial for all the members and also for the growth of organization (Melaku., 2011). The head of any educational organization focus on the problem solving. There are three type's procedure, rules and policies. Smylie, (1996). The procedure relates to the structured or programmed problem when the problem solved out it becomes the procedure. To identify the problem is also called procedure. The rules are the guideline for decision making, the leader suggests that what is to be done or not and the policies are the guideline for decision making. All these different kinds of steps coordinate with each other by the hierarchy. These guide lines, policy making and decision making require the participation of the teachers in every procedure.

The organizational tasks are direct given to the teachers and teachers by dent of their abilities, skills and strategies fulfill the organizational objectives. If the teachers are not participating in policies making, they will not be awarded by the objectives of the organizations and how it possible to achieve the objectives can, so the participation of the teachers is essential for making the decision making. The policy making is considered the joint agreement of the

all members of organization and they work together for the common objectives (Boonme, 2001). Decision making process is considered as a backbone of the any educational institution. It is the most important organ of the management. The management of the organization always put their necked eyes on the short term and long-term policies so that the organizational objectives can be achieved. So, the participation of the teachers in policies making is necessary for performing the different kinds of activities regarding learning as well as management activities. (Newcombe & Cormick, 2001).

RESEARCH HYPOTHESIS

1. There is a significance difference between male and female secondary school teachers regarding decision-making participation.
2. There is a significance difference between trained and untrained secondary school teachers regarding decision-making participation.
3. There is significance difference about the professional experience of the teachers related to participation in decision making.

METHODOLOGY

The purpose of the study was to find out the comparison of gender disparity and professional training on decision-making participation. This study is descriptive based on quantitative research. The population was comprised on teachers from public secondary schools in Kasur. For the delimitation of the population, it was selected 218 respondents as sample of this study. The simple random sampling technique was used to target the sample size (Raof et al., 2021; Abdulmuhsin et al., 2021; Hameed et al., 2021; Yan et al., 2020; Nuseir et al., 2020). The self-administered questionnaire was used based on the related literature include in this study (Asada et al., 2020; Junoh et al., 2019; Basheer et al., 2019a; Muneer et al., 2019; Basheer et al., 2019b; Basheer et al., 2018). The dimensions including in questionnaire were the involvement of teachers in school planning, curriculum and instructions, school policy, rules and regulations, budgeting and income generation, students' affairs and disciplinary problem and institutional building. The five points Likert scale 1. SDA to 5. SA was used for data collection through survey method. Moreover, the reliability and validity of the questionnaire were also ensured. From scales the data was entered in sheets using Statistical Package for Social Sciences (SPSS) for data analysis. Data was analyzed by using descriptive statistics (Mean and Standard Deviation) and inferential statistics (independent sample t-test and ANOVA) according to the research hypothesis proposed in this study.

DATA ANALYSIS

Table 1. Descriptive Analysis

Dimensions	M	SD
Planning	3.38	1.08
Curriculum and Instructions	3.46	1.12
Rules and Regulations	2.87	1.02
Students' Affairs and Discipline	3.48	.97

Institutional Building	2.88	.99
Budgeting and Income Generation	2.93	.98

Overall M = 3.16, SD = 1.02

In order to investigate the existing level about the decision-making participation of the teachers, descriptive analysis was administered. It found that the mean of the factors was from 2.87 to 3.48 and overall mean was 3.16. It found that the respondents were moderately satisfied about the decision-making participation.

Table 2. Independent Sample t-test about the factors of decision-making participation (Male= 113, Female= 105)

Statements	Male		Female		t	df	Sig
	M	SD	M	SD			
Planning	3.59	1.06	3.59	.97	-.08	198	.36
Curriculum and Instructions	3.42	1.21	3.44	1.11	-0.11	194	.74
Policy, Rules and Regulation	3.25	1.19	3.50	1.11	-0.40	197	.02*
Student Affair and Discipline	3.55	1.09	3.45	1.12	.67	197	.46
Institutional Building	2.85	1.35	2.90	1.32	-.34	198	.58
Budgeting and Income Generation	2.98	1.38	2.99	1.33	-.33	197	.49
Total	3.27	1.21	3.31	1.16	-0.09	196	0.44

Significance difference < .05

In order to investigate the significance difference between male and female teachers, independent sample t-test was applied. There was no significance difference found expect policy, rules and regulations the male score was less than (M= 3.25, SD= 1.19) female (M= 3.50, SD= 1.11), t= -.40, df = 197, and p= .02 regarding decision-making participation.

Table 3. Independent Sample t-test about the factors of decision-making participation (Trained= 117, Untrained= 99)

Statements	Trained		Untrained		t	df	Sig
	M	SD	M	SD			
Planning	3.74	1.01	3.41	1.22	-1.79	197	.02*
Curriculum and Instructions	2.81	1.29	2.17	1.47	-2.89	197	.00*
Policy, Rules and Regulation	3.68	.96	3.39	1.19	-1.24	197	.04*
Student Affair and Discipline	3.66	1.19	3.22	1.24	-1.55	197	.01*
Institutional	3.76	1.02	3.39	1.23	-1.79	197	.02*

Building							
Budgeting and Income Generation	3.54	1.08	3.18	1.21	-0.39	197	.01*
Total	3.53	1.09	3.13	1.26	-1.60	197	.01*

Significance difference < .05

Independent sample t-test was applied. in order to investigate the significance difference between trained and untrained teachers. It found the significance difference about all the dimensions of decision-making participation, the overall mean score of trained teachers was greater than (M= 3.53, SD= 1.09) untrained (M= 3.13, SD= 1.26), t= -1.60, df= 197, p= .01.

Table 4. ANOVA

	<i>sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between groups	1166.069	3	388.689	2.48	.034*
within groups	30891.884	194	157.619		
Total	32057.876	198			

Significance Level P>0.05

It found significant difference (.034<0.05) among the teachers on the basis of their teaching experience. Therefore, it concluded that teachers with different professional experiences have different perception about the decision-making participation practices.

CONCLUSION AND DISCUSSION

It was concluded that there was significant difference between male and female teachers about the factor policy, rules and regulation of decision-making. Furthermore, there also significance difference was found between trained and untrained teachers about all the factors of decision-making such as; planning, curriculum and instructions, policy, rules and regulation, student affair and discipline, institutional building, budgeting and income generation. Moreover, it was found that there was also significant difference among the professional experience of the teachers.

On the behalf of conclusion, it was recommended that the further studies should be conducted in order to investigate the impact of decision-making participation of the teaching faculty on job satisfaction and job performance for the development of teaching-learning process. Moreover, this study can be conducted in other level and other areas of the country. The seminars should be held in educational institutions for the awareness and importance of the decision-making participation of the employees.

Like other organizations it is also emphasized in educational institutions that decision making participation process is an important debate for the uplift of the teaching-learning process. In order to build confidence between teachers and institution, the organizations focus on the participation of the teachers. Without focus on teacher’s participation the institutions are unable to find out the level of teaching. From past couple of decades, the educational

organizational keenly focused on the participate of the teachers in all the activities.

Significantly, this study is beneficial for the advancement of the teaching-learning process. Moreover, this study is a stepping stone to adopt the new techniques and strategies for the development of the working environment of the educational institutions.

In this study the teachers from public secondary schools in Kasur were the only population in this study. were included in this study. For more authenticity it should also be conducted the study at other levels and also in other areas of the country in order to find out the perception of the teachers regarding participation in decision-making, Additionally, it is better to include other variables to analyze the impact of decision-making participation of teachers on their job satisfaction and performance that can be helpful for the development of the teaching-learning process.

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