

A Study of Teachers Participation in School Administration and Academic Achievement of Students

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Abstract

The administrator must have the ability to work with teachers and laymen such that the best possible educational plans will be formulated and executed. Improvement of instruction is recognized as one of the major responsibility of administration. Heads can render the best service to their faculties by assisting teachers to grow intellectually providing orientation programmes initiative effective in service education, avoiding making decision for other encouraging initiative and experimentation and creating a friendly, relaxed democratic atmosphere. The investigator in consultation with guide felt that the normative survey method could be the most appropriate one, to study the relationship between attitude and attitude towards teaching of secondary school teachers and academic achievement so this method was solely relied upon for the present study. For the present study random sampling technique was used to collect the needs and data from the different teachers and students. To make the study worthwhile a representative random sample of the total population has been taken. The total population of the study consists of 150 teachers in different types of management. There is a positive significant relationship between attitude of teachers and academic achievement of boys. There is a positive significant relationship between attitude of teachers and academic achievement of girls.

KEYWORDS: Teachers participation, administration, secondary school teachers, academic achievement.

Introduction

In a democratic country like ours, educational administration is a necessity. Some suitable, stable element properly motivated and organized in the machinery becomes necessary to withstand and survive the changes and upheavals caused because of change of governments. Superior educational administration, in fact, is so basic to the satisfactory functioning of democracy. Errors of judgment can be retrieved in a farm or factory but these can be fatal when we are concerned with the moulding of ideas and values of society. An efficient and sound system of educational administration is, in fact the basis of a good democracy.

Besides, with crores of children being educated in education institutions, with thousands of teaching and other personnel working in them, with huge sums of money being spent on education, it is absolutely necessary to evolve an efficient system of educational administration at all levels – national, state, local and institutional. So that light of education penetrates in every nook and corner of this country to make the dream of a democratic, socialistic state a reality as early as possible. It is therefore essential that

every teacher working in secondary schools must participate in school administration to make the students aware of democratic set up in the country.

The school administrations are ever completely democratic, and few completely autocratic. Even the usually autocratic superintendent occasionally asks teachers for advice. And the democratic principal, on occasions, when speed is of the essence, will make a unilateral commitment and ask his co-workers to “go along”. The key to democracy in a school is for an administrator rarely, if ever, to announce a policy without previously consulting with those who are to be affected by it ; likewise, never to make policy without listening to those who are as expert as or more expert in the field than he. With schools becoming more and more complex as the problems of society multiply, school administrators who have vision will be those who think in terms of “we”, not “I”. With such administrators, we hope the readers will have an opportunity to work in their first as well as in subsequent teaching positions.

The Problem

“A Study of Teachers Participation in School Administration and Academic Achievement of Students”

Objective of the Study

The purpose of the study was to investigate the relationship between;

1. To study the significant relationship between teachers’ participation in school administration and academic achievement of boys.
2. To study the significant relationship between teachers’ participation and academic achievement of girls.
3. To study the significant relationship between teachers’ participation and academic achievement of rural students.
4. To study the significant relationship between teachers’ participation and academic achievement of urban students.

Hypotheses of the Study

1. There is no significant relationship between teachers’ participation in school administration and academic achievement of boys.
2. There is no significant relationship between teachers’ participation and academic achievement of girls.
3. There is no significant relationship between teachers’ participation and academic achievement of rural students.
4. There is no significant relationship between teachers’ participation and academic achievement of urban students.

Method of the Study

The investigator in consultation with guide felt that the normative survey method could be the most appropriate one, to study the relationship between attitude and attitude towards teaching of secondary school teachers and academic achievement so this method was solely relied upon for the present study. Hence, the researcher finally selected normative survey method for the present study.

Sample of the Study

For the present study random sampling technique was used to collect the needs and data from the different teachers and students. To make the study worth while a representative random sample of the total population has been taken. The total population of the study consists of 150 teachers in different types of management (Government, aided and unaided) in Dharwad district.

Tools Used

In the present study the following tool was used to collect the necessary data.

- Teachers Participation in School Administration by Dr (Mrs.) Haseen Taj.
- Achievement test in Biology: Constructed by the Investigator.

Data Collection

To collect the necessary data required for the study, printed copies of Teachers Participation in School Administration Scale was administered to the teachers of secondary school in Dharwad district and academic achievement test constructed by the investigator was used for students.

Data Analysis

Table-1: Correlation of Mean, SD and ‘t’ Value between Teachers’ Participation and Academic Achievement of Boys (n=100)

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers’ participation	182.2500	14.6110	0.4186	4.6862	<0.01	S
Academic achievement	316.5600	30.1301				

* Significant at 0.01 level.

The above table shows that there is a positive significant relationship between teachers’ participation scores of secondary school teachers on academic achievement of boys at 0.01 level of significance ($r=0.4186$, $t=4.6862$). This shows that the teachers’ participation scores are closely related with academic achievement scores of students. This further implies that as the teachers’ participation increases, the academic

achievement will be favourable. There is a positive significant relationship between teachers' participation in school administration and academic achievement of boys.

Table-2: Correlation Coefficient between Teachers' Participation of and Academic Achievement of Girls

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' participation	159.4000	16.3931	0.4850	3.9458	<0.01	S
Academic achievement	323.5800	28.3607				

* Significant at 0.01 level.

The above table reveals that there is a positive significant relationship between teachers' participation of teachers' and academic achievement of girls at 0.01 level of significance ($r=0.4850$, $t=3.9458$). This indicates that the teachers' participation scores are closely related with academic achievement scores of students. This further implies that as the teachers' participation increases, the academic achievement will be favourable. There is a positive significant relationship between teachers' participation and academic achievement of girls.

Table-3: Correlation Coefficient of Mean, SD and 't' Value of Teachers' Participation of Teachers and Academic Achievement of Rural Students (n=100)

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Teachers' participation	165.1000	11.0835	0.3253	2.4554	<0.05	S
Academic achievement	311.5400	31.5835				

* Significant at 0.05 level.

The above table reveals that there is a positive significant relationship between teachers' participation scores and academic achievement scores at 0.05 level of significance ($r=0.3253$, $t=2.4554$). This indicates that the teachers' participation scores are closely related with academic achievement scores of rural students. This further implies that as the teachers' participation increases the achievement will be favourable. There is a positive significant relationship between teachers' participation and academic achievement of rural students.

Table-4: Correlation Coefficient Teachers' Participation and Academic Achievement of Urban Students Scores

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
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Teachers' participation	162.8529	16.3067	0.6355	4.7708	<0.01	S
Academic achievement	323.5000	28.0394				

* Significant at 0.01 level.

The above table reveals that there is a positive significant relationship between teachers' participation scores of rural teachers and academic achievement of urban students at 0.01 level of significance ($r=0.6355$, $t=4.7708$). This shows that the teachers' participation scores are closely related with academic achievement scores. Further, it implies that as the teachers' participation increases, the academic achievement will be favourable. There is a positive significant relationship between teachers' participation and academic achievement of urban students.

Findings of the Study

1. There is a positive significant relationship between teachers' participation in school administration and academic achievement of boys.
2. There is a positive significant relationship between teachers' participation and academic achievement of girls.
3. There is a positive significant relationship between teachers' participation and academic achievement of rural students.
4. There is a positive significant relationship between teachers' participation and academic achievement of urban students.

Conclusions

In conclusion, the resent study shows that the teachers participation in school administration and attitude towards teaching profession is due to the influence of the academic achievement of students of the secondary schools. The findings from this study show that the schools that cannot give efficient and committed teachers, need to be given special care and necessary remedial measures such as giving leadership training for the teachers.

The study reveals that teachers' participation in any administrative work of secondary school will affect any member of school in one way or other; only the degree of influence differs. The teachers of all sorts either from rural or urban, should realize the significance and importance of the role in improving the school culture as well as attitude towards teaching profession and academic achievement of secondary school students.

To made this possible the institutional organization should have more committed teachers. It is said, the healthier the organizational dynamics of an institution, the greater the degrees of teachers participation in school administration towards the profession, towards the institution and towards the students. Also there is a positive and significant relationship between teachers' participation in school administration and academic achievement of all the different students as said above.

Suggestions for Further Research

- A comparative study in relationship between the teacher participation in school administration and job satisfaction may be under taken.
- The study may be extended to large sample covering more secondary school teachers in the district/state.
- A study like this may be under taken for degree colleges and university teachers.

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