

Academic and Administrative Functioning's of Secondary Schools' Teachers with Respect to Management

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Abstract

Schools serve primarily as institutions for academic development, fostering intellectual growth through structured learning environments. They provide a variety of courses and subjects designed to teach students diverse fields of study, including math, science, social studies, and language arts. Schools also offer opportunities for students to showcase their academic skills through competitions, debates, and quizzes, building confidence and self-esteem. Administrative functioning which relevant to planning, organizing, directing, budgeting and controlling. **Method:** survey method was chosen for this study. The present study consisted of 80 schools (40 residential + 40 non-residential (zphs&govt) schools' teachers (320) were selected as a sample. The data was obtained in the year 2020, through self-made teacher functioning tool. **Results:** The major observations on teachers' sample composition GOVT & ZP teachers marginally better than others in administrative functions with respect to management.

Keywords: Academic functions, administrative functions, Management, Secondary Schools, management.

INTRODUCTION

Education has become the most important aspect of human life. In the 21st century one cannot skip the life without schooling. Every one realized that development is depending on education. Even in ancient India and in other civilizations though the practice of schooling existed and practiced, it was not universally made available to all. Now education is accessible to all irrespective of socio-economic status. Universalization of Education or Education for All (EFA) was the key promise was to attain the quality education. After several serious attempts now, significant achievements happened in creating access for schools, enrollment of school age children in schools, retaining them in the schools and ensuring their retention. In our country, several initiatives made in this direction with Operation Black board (OBB), District Primary Education (DPEP), Sarva shiksha Abhiyan (SSA), and RMSA now Samagra shiksha Abhiyan. Basic infrastructure with all resources the schools were established and teachers were appointed in big number. Many initiatives were taken up for retention of enrolled students in the schools. Free textbooks, Midday Meals, Scholarships and many facilities were provided to fulfill the constitutional mandate of Free and Compulsory Education for 6-14 age group children. RTE- 2009 enabled to enforce the Right to Education. Kothari 1964-66 rightly said that, "The destiny of India is now being shaped in her classrooms".

The National Policy on Education (NPE)1986 emphasizes "The status of the teacher reflects the socio-

cultural ethos of the society.” It is said that no people can rise above the level of its teachers. From this one can say that teachers, students and schools are key factors to transform any nation for quality life. SDG-4 is for quality education, in its mission statement emphasized, that “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The National Education Policy (NEP-2020) also focusing on inclusive and equitable high-quality education for all the children. Managing world’s largest education system needs planning, execution, monitoring, supervision of the schools, attaining quality education requires lot of managerial skills among the school leaders.

Review of Related Literature

Dr. Purna Prabhakar Nandamuri (2011), Studied the article is “A study of Management Practices of Secondary Schools.” This study sample of 188 secondary schools about 34% of the population in Krishna district of Andhra Pradesh in India, was chosen stratified sampling technique. The primary data was gathered through self-made questionnaire and interview schedules. The findings disclose that the democratic style of leadership was preferred by more than 75% of the school heads. Among the five traits tested, private unaided principals showed a high positive tendency towards all the traits. The school heads of others categories were good only on the trait of motivation which directly supports their preference for democratic style of functioning.

Ritu and Singh (2012). Studied the “Teacher effectiveness of secondary school Teachers” along with the effect of gender, location of school and type of school”. In order to achieve this, the researcher collected 128 secondary school Teachers from the Rohtak District in Haryana (64 males and 64 women). The study's measure, the Teacher Efficacy Scale (TES) by P. Kumar and D.N. Malta, the study revealed findings that there were no significant differences in the effectiveness of Teachers based on gender, the location of the school or the type of school. **Thirukkovela Srichandra (2021)**. Under taken research on “School Management and Governance in Telangana” the major findings of this study are the local body and ZPHS school picturise a scenario of the ineffectiveness of the organization and the level of poor monitoring of schools. This can be on the reason majorly due to incapacity of the staff i.e., the in-charge positioning of Head Masters of the school and MEOs who are over burdened by the administrative work. The TSWREIS Schools, or Social Welfare Schools, which have been operating successfully, offer a completely different outlook due to their modern facilities, experienced Teachers and ongoing oversight by senior government officials. **Narayanamoorthi and Sasikala (2020)**. Conducted “A study on Emotional intelligence and Teacher effectiveness of secondary school Teachers in Dindigul District”. The aim of the study was to investigate the emotional intelligence and Teacher effectiveness of 39 secondary school Teachers. The findings of the study found that there is a significant difference in the emotional intelligence and Teacher effectiveness of the secondary school Teachers with respect gender and there is no significant difference found in the secondary schools’ Teachers with respect to management.

Need and significant of the study

Academic and administrative functioning of Head Masters creates significant effect on the Teacher working aspects and on the ability of student achievement and all-round development of the students. Teachers academic and administrative functioning makes difference in the lives of students which can bring the holistic development among the students. The present study has been under taken with a view to know the academic and administrative functioning of various secondary schools in Telangana state.

Objectives

To find out the significant difference in the academic and administrative functioning of secondary schools' teachers with respect to management.

Hypothesis:

There is no significant difference in the secondary schools' Teachers functioning with respect to management.

Research Methodology

Survey method was adopted for the study to measure the objectives of the study. Survey method is usually used to collect descriptive information about intention of selected sample.

Sample

Sample of the Study: Teachers are the sample for the current study.

Sampling Technique: In order to draw the sample from the population, the researcher used stratified random sampling technique.

Selection of Districts: After Telangana State was formed, for the decentralization of administration the erstwhile Karimnagar was divided into four districts. Namely Karimnagar, Peddapally, Jagitayal and Rajanna Sircilla. The researcher selected above said districts for the study to know, how the education is imparting to this proactive and struggling region. Education is the only tool that can bring development in all aspects of life. As the government decided to address the social inequalities by establishing different residential welfare schools in addition to government and zilla parishad schools in this district on par with other districts of the state.

Selection of Schools: After choosing the districts, the list of public schools, both residential and non-residential (ZPHS&GOVT), were obtained from the concerned DEO offices. Those lists were mix of all schools and therefore segregated all the secondary schools into two heads namely, residential and non-residential (ZPHS&GOVT) schools. The above said list further divided into according their locality. Researcher wanted to cover at least 20 schools from each district and therefore 10 residential and 10 non-residential (ZPHS&GOVT) schools were selected from each district by employing stratified random sampling technique. Schools were selected by using lottery method. The care was taken to include schools from both the localities, urban and rural. The total 80 schools (40 residential + 40 non-residential (ZPHS&GOVT) schools were made into the list at this particular stage.

Selection of Teachers: It was decided to include at least four Teachers from each school in the sample. The list of the Teachers of the selected schools was procured from the concerned DEO offices. The list further divided into both Men and Women Teachers. From each district total 80 Teachers (40 residential school Teachers + 40 non-residential GOVT&ZP school Teachers) were selected as the sample for this current study by employing stratified random sampling technique. The Teacher's list was prepared in each school. To select the teachers to include in the sample lottery method was adopted. The care was taken to include both Men and Women Teachers proportionately and also care was taken for selecting Teachers to include all the subject Teachers proportionately. At this stage total 320 Teachers, from both residential and non-residential schools were included in the sample.

Variables

In this study independent variable is Management, dependent variable is academic and administrative

functioning.

Tools:

Questionnaire on ‘Functioning of Teachers’: It is developed by the researchers by taking the inputs and insights from many tools in this area. Many tools were reviewed, which were developed in different times for different purposes by different individuals and institutions. For the preparation of the tool the researcher referred National Program on Schools’ Standards Evaluation (NPSSE, Shala Siddhi) and the G.O.Ms.No.54, Dated:1-6-2000, by the Government of Andhra Pradesh and Teacher effectiveness scale of Umme kulsum revised in 2011.

Pilot Study: Pilot study was conducted in 5 different Schools which were belonged to Siddipet district. The Teacher’s functioning tool was distributed to 25 Teachers. From each school five Teachers were selected. The rubrics were explained to the Teachers clearly. These schools were not included in the sample.

Content Validity: Researcher took opinion of several experts in the field of education and psychology. Initially researcher framed 62 items for Teachers functioning tool. Based on the suggestions from experts, researcher deleted 20 items because items were overlapped and found similarity. After deletion of items the tool was finalized with 42 items to study Teachers functioning in secondary schools.

Reliability of the Tool: A pilot study was under taken to establish reliability. Cronbach’s alpha and split half were the two methods of reliability that had been used to establish the reliability of the tool. Both the values of reliability coefficients i.e., alpha value is 0.81 and split half coefficients is 0.80. The whole tool has a high-reliability value.

Administration of the Tools: The researcher approached the selected schools and developed rapport with the Teachers & Head Masters and collected the data. The data was collected through the tools developed and adopted for the study. The Teacher functioning tool was distributed to the Teachers and Head Masters; instructions were explained by the investigator before administering the tools. The tool was administered to the 320 Teachers, from the GOVT&ZP and Residential schools in four districts i.e., Karimnagar, Rajannasircilla, Jagityal and Peddapally.

Findings/Results

Hypothesis: There is no significant difference in the secondary schools’ Teachers functioning with respect to management.

To test the above hypothesis, one way ANOVA has been employed. The results of the statistical computations were presented in the below table-1.

Table.1 Showing the Secondary Schools’ Teachers Functioning with respect to Management.

Dimensions	Management	N	Mean	SD.	F-value	Sig.	D.f
Academic functions	Govt& ZP	161	41.31	3.94	1.782	0.13	
	TSREIS	40	41.87	3.63			
	MJPTBCWREIS	40	39.70	3.22			
	TSWRIES	40	40.35	3.62			
	TTWRIES	39	40.53	4.44			

	Total	320	40.58	3.86			4,315
Administrative Functions	Govt& ZP	161	34.70	3.36	0.920	0.45	
	TSREIS	40	33.50	3.58			
	MJPTBCWREIS	40	34.55	3.02			
	TSWREIS	40	33.52	3.47			
	TTWREIS	39	33.97	4.28			
	Total	320	33.92	3.49			

Academic Functions: Table.1 Shows the results of the Teachers' academic functions with reference to their management. The table made it clear that the mean score of Teachers belongs to GOVT&ZP, TREIS, MJPTBCWREIS, TSWREIS, TTWREIS, 41.31, 41.87, 39.70, 40.35, 40.53, respectively. The obtained F-value 1.782 with a D.f of 4,315 was found to be statistically not significant. Based on mean scores it may be observed that TREIS, Teachers slightly better than others in academic functions with respect to management.

Administrative Functions: The above table shows the results of the Teachers' administrative functions with reference to their management. The table made it clear that the mean score of Teachers belongs to GOVT&ZP, TREIS, MJPTBCWREIS, TSWREIS, TTWREIS, 34.70, 33.50, 34.55, 33.52, 33.97. The obtained F-value 0.920 D.f of 4,315 was found to be statistically not significant. Based on mean scores it may be observed that GOVT&ZP Teachers marginally better than others in administrative functions with respect to management.

Discussion

Based on mean scores it may be observed that TREIS, Teachers slightly better than others in academic functions with respect to management.

GOVT&ZP Teachers marginally better than others in administrative functions with respect to management. **Hypothesis:** which states that "There is no significant difference in the secondary school Teachers functioning with respect to management" - was accepted. This study was supported by Pandhi & Rajendra (2010), Ritu & Singh (2012), Pachaiyappan & Raj (2014), Chowdary (2015), Naik & Mani (2018), Garg & Islam (2018), Kaushik, Arti (2018), Narayana Moorthy (2020).

CONCLUSION

The present study showing the results that efficient management definitely played a significant role teaching learning process as well as it motivates and boost the teachers work efficiently with regards academic and administrative functions.

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