

A STUDY ON IDENTIFYING THE EFFECTIVENESS OF ADMINISTRATIVE TASKS AMONG TEACHERS AT HIGHER EDUCATIONAL INSTITUTION

L. Vidhya

Research Scholar, Department of English and Foreign Languages, SRMIST, Kattankulathur.

Dr. S Ramya

Assistant Professor in English, Department of English and Foreign Languages, SRMIST, Kattankulathur.

Abstract

Teachers are one of the largest categories of knowledge workers in the world. This paper aims to analyse the variables and results of the task and the extra-role performance of teachers in higher educational institutions. Special emphasis was placed on the additional tasks performed by the teachers. Using a social research approach, the study was carried out among the higher educational institutions. The target group of the study is the teachers as respondents in private colleges. The results showed a significant relationship between the respondents' educational qualifications and the task completion rate. Future research may explore other results such as student performance or organizational learning. Possible factors that affect both predictor and teacher work performance were identified in this study.

Key Words: Teachers, Higher education, Administrative task

Introduction

In the International arena, English is widely used in various fields; education, information technology, medicine, the automobile industry, etc. Among many languages in international forums, English is acknowledged by many people, and usage of the English language has influenced for centuries. In India, it has shaped business, education, and politics. Post-independence English is predominantly used as an official language in the judiciary and education. There is a rapid growth of the English language and its usage due to the influence of books, and social media. In teaching and learning the English language, there is always a debate about what should be taught or acquired. In answering the questions various researchers and scientists try to implement a scientific approach in the study of second language learning patterns and behaviour among learners. However, the pattern of learning depends on the approaches and materials used by the teachers to teach English as a second language. To bring the effectiveness among the learners of English in India, various researchers have attempted experimental studies to enhance the effectiveness of learners. Teachers' main responsibilities include imparting knowledge to pupils, helping them grow their abilities through interesting hands-on learning, serving as mentors and role models, and inspiring them. However, the burdensome administrative responsibilities, such as innovative methods and testing, evaluation, creating comprehensive lesson plans, keeping track of data, organizing numerous events, and participating in extracurricular activities make it impossible for teachers to dedicate their time to these pursuits. Teachers exhaust themselves of this and get distracted from the main responsibilities of their jobs as teachers. This study tries to attempt to find the challenges faced by teachers in completing their day-to-day administrative tasks.

Review of Literature

The primary objective of the administrative visit is to enhance the quality of teaching and learning, as well as quality induction. To create and sustain an effective learning environment, teachers must possess knowledge and skills that enable them to: a) Organize the physical classroom space b) Set up rules and procedures c) Build relationships with learners d) Maintain attention and involvement in academic activities (Darling-Hammond & Bransford, 2005:329). Coordination is designed for the development of a team spirit and teamwork so that everyone does his or her part to achieve one objective but it cannot be achieved by good administration. However, there are improvements in the education system that need to be monitored, and this has been highlighted during intellectual debates among teachers (Macbeath & McGlynn, 2002). Administrative visits have three types of effects; before, during, and after visits. A survey conducted by the University of Sydney states that the majority of teachers (91 percent) reported administrative demands were a hindrance to their core job.

To promote teacher autonomy, their level of decision-making input, and disciplinary procedures, appropriate management practices are required (Djonko-Moore, 2012; Painter, 2000). Teachers' decisions to stay in the profession are ultimately influenced by supportive practices offered by the administration, such as staff development, mentoring programs, help with parents, and general support with personal and professional issues (Carver-Thomas & Darling-Hammond, 2017; Dee & Wyckoff, 2013; Johnson & Birkeland, 2003; Organization for Economic Co-operation and Development, 2014; Schaefer, 2013). How teachers respond to administrative processes can have an impact on their level of trust in the administration, their capacity to request assistance, and their overall effectiveness in the workplace. (Corbell, Osborne & Reiman, 2010; Hanselman, 2016)

Research Methodology

The study was examined among the college teachers working in various arts and science colleges in and around Chennai, India. The research participants are teacher volunteers of 214 and the information for the research is collected through primary and secondary data. The study has rejected 14 samples due to insufficient information in the questionnaire.

The sample size of the research comprises all genders in different age groups. The researcher adopted a random sampling method. The primary data for this research is collected through a questionnaire and few respondents have left the questionnaire incomplete. The obtained responses were analyzed with statics mathematical calculation.

The study has collected the teachers as respondents in the private colleges as the target population of the research. The main reason for taking private college teachers as the target population is because of insecure employment. Therefore, the researcher assumed that the questionnaires could be tried out to the chosen sample and it is informed to the teachers that the samples are used only for academic research. The research questions for the present study are as follows;

- 1) How do teachers accomplish their day-to-day tasks?
- 2) How do teachers assess the administrative tasks' performance effectiveness at higher educational institutions?

Analysis and Inference

TABLE SHOWING THE GENDER DISTRIBUTION

Particulars	No of Respondent	Percentages
Male	132	66.36
Female	68	33.64
Total	200	100

The data depicts the details of gender distribution. Out of 200 respondents, 132 respondents are male which represents 66.36 percent and 68 respondents are female which represents 33.64 percent. Therefore, male respondents are more than female respondents. There are a greater number of male volunteers in this study than the female participants.

TABLE SHOWING THE AGE DISTRIBUTION

Particulars	No of Respondent	Percentages
Up to 25 years	101	50.47
26 to 35	58	29.28
36 to 45	25	12.30
46 to 58	16	7.94
Total	200	100

The information indicates that 50.47 percent of respondents belong to up to 25 years of age, 29.28 percent of respondents belong to 26 to 35 years, 12.30 percent of respondents belong to the 36 to 45 years and 7.94 percent of respondents belong to 46 to 58 years of age.

TABLE SHOWING THE MARITAL STATUS DISTRIBUTION

Particulars	No of Respondent	Percentages
Unmarried	96	48.44
Married	104	51.55
Total	200	100

The table finds the details of marital status distribution. Out of 200 respondents, 96 respondents are unmarried which represents 48.44 percent and 104 respondents are married which represents 51.55 percent. According to the study, most of the respondents are married and they may not switch jobs very often due to various commitments.

TABLE SHOWING THE EDUCATIONAL QUALIFICATION DISTRIBUTION

Particulars	No of Respondent	Percentages
PG WITH B. ED	14	7.17
PG	18	9.19
M.PHIL	24	11.84
PHD	83	41.43
ABOVE ALL	61	30.37
Total	200	100

The analysis shows that 7.17 percent of respondents are UG with Bed, 9.19 percent of respondents are up to PG standards, 11.84 percent of respondents are up to M. Phil, 41.43 percent of respondents are up to PhD and 30.37 percent of respondents are all the above. The data analyzed shows that most of the respondents are above Ph.D. Hence, they have a better understanding of academic research. This shows that most of the respondents are efficient in completing the day-to-day tasks in academics and administration.

TABLE SHOWING THE PARTICIPANTS MONTHLY INCOME DISTRIBUTION

Particulars	No of Respondent	Percentages
Less than 25000	56	27.72
25000 – 50000	82	40.65
50000 – 75000	26	12.77
75000- 100000	20	9.96
Above 100000	16	8.87
Total	200	100

The above table indicates that 27.72 percent of respondents are earning less than Rs.25, 000, 40.65 percent of respondents are earning Rs. 25000 – 50000, 12.77 percent of respondents are earning Rs. 50000 – 75000, 9.96 percent of respondents are earning Rs. 75000- 100000 and 8.87 percentage of respondents earning Rs. Above 100000. The data collected shows that teachers working in colleges may be paid as per the norms. The data shows that the group of respondents is mostly in combination of experienced and novices.

TABLE SHOWING THE EXPERIENCE DISTRIBUTION

Particulars	No of Respondent	Percentages
Up to 5 years	60	29.44
5 to 10 years	48	24.03
10 to 20 years	66	33.13
Above 20 years	46	23.4
Total	200	100

The data indicates that 29.44 percent of respondents are up to 5 years, 24.03 percent of respondents are 5 to 10 years, 33.13 percentage of respondents

are 10 to 20 years, and 23.40 percentage of respondents are above 20 years. There is a big group of respondents with more than a decade of experience in the teaching profession. Nearly half of the population have more than two decades of experience in their profession.

HYPOTHESIS

Null Hypothesis (Ho)

There is no significant difference between the educational qualification and task completion of the respondents

Alternate Hypothesis (H1)

There is a significant difference between the educational qualification and task completion of the respondents

TABLE SHOWING THE EDUCATIONAL QUALIFICATION AND TASK COMPLETION OF THE RESPONDENTS

Particulars	Mean Value	S.D	f- value	P Value	Result
PG WITH B. ED	66.7322	6.11	0.6798	.000*	Significant
PG	67.4312	6.23			
M.PHIL	67.8029	6.98			
PHD	71.3291	6.21			
ABOVE ALL	72.1471	6.67			

*At 1% level of significance **At 5% level of significance

Data infrared shows that, the educational qualification and task completion of the respondents are highly significant at 1% level therefore the null hypothesis is rejected there is highly significance between educational qualification and task completion of the respondents.

HYPOTHESIS (1)

Null Hypothesis (Ho)

There is no significant difference between the annual income and task completion of the respondents

Alternate Hypothesis (H1)

There is a significant difference between the annual income and task completion of the respondents.

TABLE SHOWING THE ANNUAL INCOME AND TASK COMPLETION OF THE RESPONDENTS

Particulars	Mean Value	S.D	f- value	P Value	Result
Less than 25000	47.432	6.61	0.9012	.000*	Significant
25000 – 50000	58.731	6.83			
50000 – 75000	59.829	6.99			
75000- 100000	60.291	7.22			
Above 100000	61.541	7.63			

*At 1% level of significance **At 5% level of significance

The income of the respondents and task completion of the respondents are highly significant at 1% level therefore the null hypothesis is rejected there is a high significant between the Income of the respondents and the task completion of the respondents. Therefore, the null hypothesis is rejected.

HYPOTHESIS (2)

Null Hypothesis (Ho)

There is no significant difference between the gender, marital status, and task completion of the respondents

Alternate Hypothesis (H1)

There is a significant difference between the gender, marital status, and task completion of the respondents.

TABLE SHOWING THE GENDER AND TASK COMPLETION OF THE RESPONDENTS

Particulars	Mean Value	S.D	t- value	p Value	Result
Male	71.269	3.55	0.137	0.611	Not
Female	72.732	3.56			Significant

Source: Primary data

*At 1% level of significance **At 5% level of significance

Particulars	Mean Value	S.D	t- value	P Value	Result
Married	70.432	3.285	0.643	0.943	Not
Unmarried	70.155	3.597			Significant

Source: Primary data

*At 1% level of significance **At 5% level of significance

The above table revealed that. Gender and marital status of the respondents and task completion of the respondents are not highly significant at 5% level therefore the null hypothesis is not rejected there is not highly significant between gender and marital status of the respondents and task completion of the respondents. Therefore, the null hypothesis is not rejected.

Conclusion

The purpose of this study was to look into how administrative work completion influences a higher education institution's effectiveness. The teacher's responsibilities include administrative duties. However, excessive administrative responsibilities and other tasks that add to their workload and divert their attention from teaching should be removed from teachers. The findings show that highly significant between educational qualification and task completion of the respondents. Other findings like achievement by students and organizational learning might be the subject of future research. The current study revealed potential variables that may affect teacher work performance outcomes and predictions.

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