
Diversity in Managerial Skills of Secondary School Teachers

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Abstract: *The purpose of the research was to study the Diversity in Managerial Skills of Secondary School Teachers. 200 teachers of Secondary Schools of Jalandhar District were taken as sample for the study. Purposive Sampling technique was used for sample selection. 20 secondary schools from Jalandhar District were randomly selected. From these schools a sample of 100 government and 100 private school teachers was taken. Purposive method of sampling was used to select 10 teachers from each school. The collected data was analyzed by employing statistical techniques like mean, standard deviation and t-test. The results of the research show that there was significant difference in managerial skills of Private and Government school teachers.*

1. INTRODUCTION

Education is the leading force which affects the standard of life of the citizens of a country. The standard of education depends on the quality of teachers. NCF(2005) states “It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals”. In modern times to attain the goals of education, a teacher must be a good planner of learning activities, creative person in managing classroom environment, good communicator, time manager and possessor of pedagogical skills to achieve instructional goals.

According to Business Dictionary, the term Managerial skills refers to the ability to make business decisions, and lead subordinates within a company. Koontz (1961) stated that Management is the establishment of environment within an institution where working force can perform upto their maximum level for achieving group goals.

George (1974) opined that management is the oneness of all resources during the process of planning, organizing, directing and controlling so that fixed aims could be accomplished.

Katz (1991) viewed that it is mandatory to have managerial skills for flourishing any institution. The flaw in any of these skills will hamper the manager’s success and organization’s prosperity Miskel and Hoy (1982) viewed ‘involvement of teachers in decision making makes them more



committed to their work which leads to higher production. In school situation, teachers are delegated responsibilities, which require day to day decision making.' Sahito, Khawaza, Panhwar, Siddiqui and Saeedl (2016) in their research paper investigated the significance of Time Management in the professional life of teachers and the performance of the. They found significant relationship between teachers' time management and students' academic performance. They suggested that teachers should improve their time management skills through consciousness about controlling their time.

Sakarya,(2009) stated that effective classroom management is essential for achieving favourable results in education Teachers, must have effective communication skills (Kandir, 2001).

Although there are many skills under umbrella of managerial skills but the study focused on five managerial skills :

1. Communication Skills
2. Time Management Skills
3. Classroom Management Skills
4. Decision Making Skills
5. Pedagogical Skills
- 6.

OBJECTIVES OF THE STUDY

The objectives of the study were:

- To study managerial skills of secondary school teachers.
- To compare various dimensions vis vis communication skills, time management skills, classroom management skills, decision making skills and pedagogical skills of managerial skills of Private and Government secondary school teachers.

HYPOTHESES

- There is no significant difference in the managerial skills of Private and Government secondary school teachers.
- There is no significant difference in communication skills (D1 of managerial skills) of Private and Government secondary school teachers.
- There is no significant difference in time management skills (D2 of managerial skills) of Private and Government secondary school teachers.
- There is no significant difference in classroom management skills (D3 of managerial skills) of Private and Government secondary school teachers.
- There is no significant difference in decision making skills (D4 of managerial skills) of Private and Government secondary school teachers.
- There is no significant difference in pedagogical skills (D5 of managerial skills) of Private and Government secondary school teachers.

SAMPLE OF THE STUDY

In order to conduct the present study 20 secondary schools from Jalandhar District were randomly selected. From these schools a sample of 100 government and 100 private school



teachers was taken. Purposive method of sampling was used to select 10 teachers from each school. Thus in total a sample of 200 secondary school teachers was taken for the study.

DESIGN OF THE STUDY

The present study was descriptive in nature. The data was collected by using managerial skills scale. Managerial skills have been studied on various dimensions with respect to private and government secondary school teachers.

TOOLS USED FOR THE STUDY

Managerial Skills Measurement Scale prepared by the investigator.

PROCEDURE OF THE STUDY

The Managerial Skills Scale was used on secondary school teachers. 20 schools were selected through purposive random sampling from Jalandhar District. Then Managerial Skills Scale was administered to measure the managerial skills of Private and Government secondary school teachers. The data was analyzed with the help of statistical techniques.

STATISTICAL TECHNIQUES USED

- 1) Descriptive statistics such as mean and standard deviation were
- 2) t-test was used to find the significant difference of means

ANALYSIS OF RESULTS

The analysis of results is as follow

Table -1
Significance of difference in Means of Managerial Skills

	Private	Government	
Managerial Skills	N= 100 M=280.79 σ =12.45	N=100 M=280.65 σ =14.96	D=4.14 SE _D =1.95 t=2.12* df=198

*Significant at .05 Level of Confidenc

Table 1 shows t- ratio between private and government secondary school teachers on managerial skills. Table 1 shows t- ratio between private and Government secondary school teachers on managerial skills. It may be observed from Table 1 for the significance of difference between Government and Private secondary school teachers on managerial skills was found to be significant at 0.05 level of confidence, thus the data provides sufficient evidence to reject the hypothesis" There is no significant difference in the managerial skills of Government and Private secondary school teachers.

Further the examination of mean score reveals that the secondary school teachers of Private institutions have better managerial skills as compare to Government institutions.



The results are in tune with the findings

Rao (2013) in his research concluded that there was significant difference in the managerial skills of student teachers at secondary level.

Table -2
Significance of difference in Means of Communication Skills

	Private	Government	
Communication	N ₁ = 100 M ₁ =55.98 σ ₁ =3.53	N ₂ =100 M ₂ =54.27 σ ₂ =4.93	D=1.71 SE _D =.606 t=2.82** df=198

** Significant at .01 Level of Confidence

Table 2 shows t- ratio between private and Government secondary school teachers on communication skills D1 of managerial skills. It may be observed from Table 2 for the significance of difference between Government and Private secondary school teachers on communication skills D1 of managerial skills was found to be significant at 0.01 level of confidence, thus the data provides sufficient evidence to reject the hypothesis" There is no significant difference in the communication skills D1 of managerial skills of Government and Private secondary school teachers.

Further the examination of mean score reveals that the secondary school teachers of Private institutions have better communication skills as compare to Government institutions.

The results are in tune with the findings:

Pachaiyappan and Kumar (2018) in their research found that prospective teachers of private institutions possessed effective communication skills than prospective teachers of Government institutions.

Table -3
Significance of difference in Means of Time Management Skills

	Private	Government	
Time Management	N ₁ = 100 M ₁ =56.31 σ ₁ =3.04	N ₂ =100 M ₂ =56.78 σ ₂ =3.82	D=.47 SE _D =1.03 t=.96 df=198

Table 3 shows t- ratio between private and Government secondary school teachers on time management D2 of managerial skills. It may be observed from Table 3 for the significance of difference between Government and Private secondary school teachers on time management



D2 of managerial skills was not found to be significant at 0.05 level of confidence, thus the data provides sufficient evidence to not to reject the hypothesis" There is no significant difference in the time management skills D2 of managerial skills of Government and Private secondary school teachers.

Table -4
Significance of difference in Means of Classroom Management Skills

	Private	Government	
Classroom Management	N ₁ = 100 M ₁ =57.16 σ ₁ =3.36	N ₂ =100 M ₂ =55.91 σ ₂ =3.81	D=1.25 SE _D =.51 t=2.46* df=198

*Significant at .05 Level of Confidence

Table 4 shows t- ratio between private and Government secondary school teachers on classroom management skills D3 of managerial skills. It may be observed from Table 4 for the significance of difference between Government and Private secondary school teachers on classroom management skills D3 of managerial skills was found to be significant at 0.05 level of confidence, thus the data provides sufficient evidence to reject the hypothesis" There is no significant difference in the classroom management skills D3 of managerial skills of Government and Private secondary school teachers.

Further the examination of mean score reveals that the secondary school teachers of Private institutions have better classroom management skills as compare to Government institutions.

Table -5
Significance of difference in Means of Decision Making Skills

	Private	Government	
Decision Making	N ₁ = 100 M ₁ =55.99 σ ₁ =3.72	N ₂ =100 M ₂ =56.6 σ ₂ =4.14	D=.61 SE _D =.56 t=1.1 df=198



Table 5 shows t- ratio between private and Government secondary school teachers on managerial skills. It may be observed from Table 5 for the significance of difference between Government and Private secondary school teachers on decision making skills D4 of managerial skills was found not to be significant at 0.05 level of confidence, thus the data provides sufficient evidence to not to reject the hypothesis" There is no significant difference in the managerial skills of Government and Private secondary school teachers”.

Table -6
Significance of difference in Means of Pedagogical Skills

	Private	Government	
Pedagogical	N ₁ = 100 M ₁ =59.35 σ ₁ =3.55	N ₂ =100 M ₂ =57.09 σ ₂ =3.67	D=2.26 SE _D =.51 t=4.43** df=198

** Significant at .01 Level of Confidence

Table 6 shows t- ratio between private and Government secondary school teachers on pedagogical skills D5 of managerial skills. It may be observed from Table 6 for the significance of difference between Government and Private secondary school teachers on pedagogical skills D5 of managerial skills was found to be significant at 0.01 level of confidence, thus the data provides sufficient evidence to reject the hypothesis" There is no significant difference in the managerial skills of Government and Private secondary school teachers.”

Further the examination of mean score reveals that the secondary school teachers of Private institutions have better pedagogical skills as compare to Government institutions.

2. CONCLUSION

From the above findings of the study the following conclusions are drawn and are useful for making recommendations to policy makers, educational administrators and teacher education institutions to make efforts to train teachers in managerial skills to meet the challenges of changing times and attain the goal of holistic development of the students who are asset of every nation because they play an important role in nation building. There is diversity in managerial skills of private and government secondary school teachers with respect to their managerial skills especially communication skills, classroom management skills and pedagogical skills. So it is suggested to organize workshops frequently for enhancing teachers’ communication skills and pedagogical skills. Special training programmes should be organised for effective classroom management among teachers without which effective learning environment could not be created



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