Managing Trustees Perspective for Academic Administration in Secondary Teacher Education Institutions in Gujarat

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Abstract

Academic administration in secondary teacher education institutes seems to be most important factor for smooth running of these institutions, required to produce high quality teachers. At the top of academic administration in these institutions, there comes the managing trustee who controls the governance. Therefore, in this work, we tried to evaluate the academic administration of managing trustees of secondary teacher education institutes in Gujarat and discussed in detail. It is natural to assume that academic administration in these institutions can be affected by various direct or indirect factors. Therefore, for this study, different variable such as gender (male/female), and nature (reserve/unreserved) of managing trustees as well as location (rural/urban) and type of the institute (aided/non-aided) have been considered. A quantitative approach employing null hypothesis has been employed, where a questionnaire was constructed and validated before its application. The present findings are expected to shed light on the various factors affecting the academic administration by managing trustees and would help in achieving better academic administration.

Key words: Academic administration, Managing Trustees, Teacher Education

1. Introduction

The pillar of any education system is teachers, who are produced by teacher education institutions. The quality of a teacher is most important factor required to produce sensible, well-developed and highly devoted citizens expected to add to growth of a society. It has been stated that “Teacher quality is an important consideration in student achievement, and although defined differently by different people, continues to be a central concern of those responsible for teacher education. Quality teachers are products of quality teacher education programs, policies and practices” (UNESCO-ILO, 2010, p. 20). With the changing cultural, communication and social boundaries, teachers must be equipped with modern day skills, which include academic administration. The teacher education institutions can play an important role in imparting such skills to would be teachers. There are different types of teacher education institutions in India, some of them are funded by government or other bodies, and some of them are privately managed. Whatever the type of an institution, these are monitored by agencies like National Council of Technical Education (NCTE), which frames policies and keeps a vigil on quality of teacher education. Despite that, some institutions are flourishing and some of them are at the verge of closure due to decline in enrolment. For such phenomenon, there can be different factors. The most important factor seems to be academic administration, which further is influenced by various conditions. Further, the quality of teachers produced by teacher education institute depends on many factors, among them, is the academic administration.

In recent times, it has been observed that, the introduction of management practices of private sector into higher education system has led to marked changes in quality of education (Santiago R. Teresa C., Alberto A, & Meek V. L., 2006). This concept of management has been well established in higher education institutions of Europe, UK and USA in the changing time of globalization. In the era of globalization, which becomes a part and parcel of higher education institutions, the management practices are changing with changing time (Curie 1998, Curie and Newson, 1998). In this regard, different authors have provided their views about induction of such management practices. The concept of “managerialism” has been thoroughly discussed by Miller 1995. In current time, traditional forms of academic management seems to become obsolete and inefficient, and are being replaced by
practices based on the criteria of economic rationality similar to that in private sector management which have to manage and attract funding for their sustainable growth. On the other hand, the non-transformation of higher education institutions with fast changing environment and the dominance of collegial governance over traditional academic structure and practices have opened a way for introduction of managerial accounts and practices in higher education institutes (Santiago R. and Teresa C. 2004). Similarly, the concepts of “new managerialism” or “new public management (NPM)” (Deem 1998; Reed 2002) have been interpreted. The term ‘new managerialism’ generally refers to the adoption of organizational forms, management practices, values, and technologies, which are more commonly found in the private sector enterprises. The role of soft approaches to management linked with feministic value as compared to hard approach as executed in private sector and problems associated with the financial management has been highlighted (Deem 1998). The roles, practices, selection, learning and support of manager academics for examples heads of the department, deans and vice-chancellors have been explored in relation to “new public management” in higher education institutions where emphasis was laid on the need to manage the gap between expectation and reality by good management practices (Reed 2002).

Academic administration in higher education institutes plays an important role. As discussed earlier, academic administration has a very prominent function in teacher education institutions. Academic administration is generally exercised via decisions made by administrators based on the policy or guidelines they have, form the governing body. These decisions can be good or bad. In this regard, recently, a management measurement model for continuous improvement in academic environment has been proposed discussing both positive as well as negative impacts of academic decisions (Nguyen 2016). Therefore, we can say that the management of teacher education is not a very easy and simple task as the decisions made by appointed persons such as managing trustees and principles of colleges can go either way. In the modern word of globalization, the teacher’s education colleges are undergoing ethical, structural, and technological (Kedem, Y. 2004) changes at a very fast rate. This makes management of education institute more difficult and new dimensions of administration must be continuously adopted. Besides the globalization, although affecting various other factors associated with academic administration, there are various other factors in teacher education institutes, which effect the academic administration (Kedem, Y. 2000; Kedem, Y. 2004). Out of the many factors, most important are managing trustees and principles of these institutions. Although the rules and guidelines for functioning of these institutions are given by NCTE and other bodies, but it is up to the management committee to adopt these guidelines and to take decisions about this. Further, the managing trustees are important from the view point that they are the decision makers about framing a new policy and regulations or to amend the existing ones, of the institutes at local level, apart from the rules and regulations provided by other governing bodies. Therefore, traits of the academic administrators such as trustees for example their leadership qualities, communication skills, collaborating nature, marketing management, problem-solving attitude, team work and motivation etc. are crucial. Besides that, decision making capacity and will to implement their decisions along with technological advances in management and planning are important. There are different aspects of management and administration in higher education institutes. For example, Nakpodia, E.D. (2011) has investigated the space management in the administration of higher academic institutions in Nigeria, where measureable benefits of proper space management was discussed. A model of decentralization covering the scope and operation of decentralized academic administration, of academic administration of labs in schools in lower southern area of Thailand has been investigated by Rungchatchadaporn, V. (2010). Another aspect is good academic administration is ethical issues, which was investigated by Schrag, B. E. (2010). The authors stressed the need of a shift in ethical perspective of a person if promoted from a faculty to an administrator that with the promotion of a person from a faculty member to an academic administrator. A comprehensive study on the academic management and administration system reforms in higher education institutions was provided by Xiang, X. (2006) in light of promotion of humanistic character of higher education. There may be many factors which are important while formulating, initiating, and implementing the developmental and other change processes. In this sense, strong leadership is required to make such changes however
the authors argued that there is a possible danger of supporting ‘strong’ academic leadership in situations characterized by complexity and uncertainty, in a more managerial sense rather than academic administration (Askling, B. and Stensaker, B. 2002).

Considering the above arguments, we have focused on to evaluate the academic administration of managing trustees of secondary teacher education institutions as they are at the highest official position in these institutes and are responsible for formulating policies and strategies as well as their successful implementation. In this way, the people at higher position of academic administration i.e. managing trustees could influence the academic administration in teacher education institutions. Therefore, in this study, we have explored the academic administration in secondary teacher education institutions with respect to managing trustees. We have utilized 10 commandments for superior customer value for the academic administration of organization developed by The Mathis Group’s Messenger (2008). Different variable such as gender and nature (reserved/non-reserved) of participants and types (aided/un-aided) as well as area (rural/urban) of the institutions have been explored.

2. Hypothesis

1. There will be no significant difference between the mean value of scores obtained on Academic Administration Scale by male and female managing trustees of secondary teacher education institutions.
2. There will be no significant difference between the mean value of scores obtained on Academic Administration Scale by reserved and non-reserved managing trustees of secondary teacher education institutions.
3. There will be no significant difference between the mean value of scores obtained on Academic Administration Scale by the managing trustees of secondary teacher education institutions of rural and urban area.
4. There will be no significant difference between the mean value of scores obtained on Academic Administration Scale by the managing trustees of granted and non-granted secondary teacher education institutions.

3. Methods:

3.1 Participants: The number of participants was different in pre-pilot studies and final study. The investigation comprises two pre-pilot studies where 12 and 16 managing trustees were involved from secondary teacher education institutions of urban and rural area each, respectively. A total of 75 managing trustees (managing trustees) of different institutions were involved, who were further classified based on gender (Male, N = 53 and female, N = 22), institution’s area type (rural, N = 32 and urban, N = 43), and institute’s funding type (granted, N = 13 and non-granted, N= 62). Here meaning of “granted” and “non-granted” institutions refers to those obtaining funding aid and those which don’t obtain funding aid from the government.

3.2 Academic Administration Scales: To obtain the academic administration of managing trustees on quantitative scale, a five point academic administration scales (AAS) was prepared. The elements on which the AAS was based have been adopted from Mathis Group’s Messenger (2008). These elements include productivity and management of knowledge, information of institutions, partnership, responsibilities, consistency and educational leadership etc. The drafted AAS was a five point scale. The scoring was done based on the obtained responses as strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). The primary form of AAS having 27 statements was sent to field experts for their comments. This primary form of AAS was applied in pre-pilot study on 12 managing trustees. Table 1 shows traits of selected managing trustees for first and second pre-pilot study.
Table 1. Particulars of managing trustees participated in first and second pre-pilot study.

<table>
<thead>
<tr>
<th>First Pre-pilot study</th>
<th>Second Pre-pilot study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of college</strong></td>
<td><strong>Male</strong></td>
</tr>
<tr>
<td><strong>Reserved</strong></td>
<td><strong>Non-Reserved</strong></td>
</tr>
<tr>
<td>Granted</td>
<td>1</td>
</tr>
<tr>
<td>Non-Granted</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>

Facility value and discriminative value were found for 27 statements of the primary form for AAS. The range of facility value for the statements was between 0.43 to 0.74 and the range of discriminative value of the statements was between -0.29 to 0.80. The statements (02 in number) for which, facility value and discriminative value did not lie between 0.20 to 0.80, were considered as invalid and removed from the AAS. Further the reliability of the scale was evaluated using Cronbach alpha method for internal consistency, Split half method for half test and Spearman’s brown’s formula for whole test for internal consistency and equivalence. The reliability value was found to be 0.88 for Cronbach alpha and 0.87 for Split half method, whereas it was 0.93 using Spearman’s brown’s formula for whole test. The validity of the primary form of AAS was established by Cliffs’ Consistency Indices ‘C’ value of 0.51. The available from of AAS comprising 25 statements is called as secondary form of AAS, which was subjected to second pre-pilot study considering a total of 16 managing trustees, whose details are provided in Table 1. Based on the scoring difference of upper and lower group of managing trustees, one of the statements was removed. The obtained AAS called a final form of AAS was used for final data collection and analysis. The data was collected during the academic year 2009-10 after the results of semester-I was declared. The necessary rules and directions related to filling of the scales were provided. The range of facility value for final form of AAS was between 0.46 to 0.79 and the range of discriminative values was between 0.33 to 0.78. The reliability and validity of the AAS was again checked, where the value of reliability using Cronbach alpha was 0.92 and from Split half method was 0.91, whereas it was 0.90 from Spearman’s brown’s formula for whole test. These values are on higher side close to 1 suggesting the reliability of the scale. The Cliffs’ Consistency Indices ‘C’ value of 0.58 validates the AAS.

3.3. Data Collection and Analysis: The data for this study was collected by researcher thrice, in which first and second pre-piloting and final data collection was included. The researcher personally and with the help of the colleagues met the managing trustees of the selected secondary teacher education institutions after taking their prior permission for administering the Academic Administration Scales. In some cases, the data was collected by postal method. The necessary rules and directions related to filling of the scales were provided. From the selected secondary teacher education institutions, 75 managing trustees were selected as sample and enough time was given to them to fill the response sheet. The particulates of selected managing trustees are given in Table 2.
Table 2. Particulars of managing trustees participated in this study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Universities</th>
<th>Gender</th>
<th>Category</th>
<th>College Area</th>
<th>College Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Reserved</td>
<td>Non-Reserved</td>
<td>Rural</td>
</tr>
<tr>
<td>1.</td>
<td>Bhavnagar University</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Saurashtra University</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Gujarat University</td>
<td>10</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Veer Narmad South Gujarat University</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Sardar Patel University</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>M. S. University</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>K. K. University</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Hemchandracharya North University</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>53</td>
<td>22</td>
<td>28</td>
<td>47</td>
</tr>
</tbody>
</table>

The general information which includes principals and managing trustees with respect to their gender (male/female), category (reserved/non-reserved), college area (rural/urban) and type of college (granted/non-granted) was also gathered. In the present study, item analysis (facility value and discriminative value), reliability, validity and mean difference between the scores of upper and lower group were calculated and frequency distribution was prepared. Various parameters of interest such as frequency distribution and its percentage, mean, standard deviation, skewness and kurtosis, reliability by Cronbach Alpha Method as well as Split Half Method and Validity by Cliff’s Consistency Indice ‘C’ has been determined using Norm Reference Test-NRT 2000 computer programme. For the verification of hypotheses, t-ratio were calculated with the help of computer programme SPSS (Statistical Package for Social Science). To verify the hypothesis of the study, total and mean responses were computed, as well as standard deviations, and the z-test was thereafter applied to test each of the null-hypothesis at the 0.05 level of significance and the critical value of 1.96.

Results and Discussion: Table 2 shows the particulars of the managing trustees participated in this study. As described above, the parameters of interest such as mean, standard deviation, skewness and kurtosis have been calculated and are presented in Table 3.

Table 3. The values of mean, standard deviation (SD), skewness and kurtosis from total scores obtained by the managing trustees.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E. OF Mean</th>
<th>SD</th>
<th>S.E. OF SD</th>
<th>Skewness</th>
<th>S.E. OF Sk</th>
<th>Kurtosis</th>
<th>S.E. OF Ku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>74.05</td>
<td>1.88</td>
<td>16.29</td>
<td>1.33</td>
<td>0.29</td>
<td>0.06</td>
<td>2.01</td>
<td>0.03</td>
</tr>
</tbody>
</table>

The pictorial representation of the scores obtained managing trustees is shown in Figure 1.
As can be seen from Table 3, the obtained value of mean, standard deviation, skewness and kurtosis for principals 74.05, 16.29, 0.29 and 2.01, respectively. The value of Kurtosis i.e. 2.01, which is more than 0.2632, indicates that the nature of distribution at the center is flattened i.e. platykurtosis. The positive value of skewness indicates that more number of candidates have obtained lower scores. To get further insight into the academic administration of managing trustees of these institutions with respect to different variable involved in this study, t-ratio along with mean and standard deviation was calculated. The obtained values of mean are provided in Figure 2.

Now onwards, step by step analysis and discussion about the effect of different variable on to academic administration of managing trustees is provided for better clarity of understanding. At first, the effect of gender is discussed. As can be seen from Figure 2, the mean scores obtained by male managing trustees (mean = 80.30, SD = 14.61) is more than that obtained by female managing trustees (mean = 59.00 SD = 9.16). This indicates the higher academic administration of male managing trustees as compared to their female counterparts. Although the data indicates the lower academic administration of female managing trustees, however, it is believed that their academic administration...
can be uplifted with suitable workshops and other methods etc. Further, the value of t-ratio for the scores obtained by male and female managing trustees is found to be 7.60. This value of t-ratio is significant at 0.01 level and again suggests that the academic administration of male managing trustees is higher as compared to their female counterparts. This can be true for academic administration, however, in many other fields, females are equally performing as their male counterparts. This could be related to the role of soft approaches to management linked with feministic value (Deem 1998). With the fast moving time and materialistic approaches, the soft approaches to academic administrations seems to be gone specifically in government and public-private-partnership sector. There seems to be a need of hard approach of private sector in academic administration of education system as adopted by western higher education institutes (Deem 1998, Reed 2002). The effect of reserve or non-reserve category of the participants has been explored in a similar fashion. As can be seen from Figure 2, the mean scores obtained by reserve managing trustees (mean = 59.36, SD = 8.45) is lower as compared to that obtained by non-reserved managing trustees (mean = 82.81, SD = 13.46). This along with the obtained value of t-ratio (9.20) for the scores obtained by reserve and non-reserve trustees, shows that the non-reserved participants exhibit better academic administration as compared to reserved ones. It is important to mention that there is a need to find specific reasons for such behavior to eliminate those for improvement of academic administration, where government can play an important role. On the similar lines, the mean value on the response provided by managing trustees belonging to rural area is 72.72 (SD = 16.50), whereas the mean value for managing trustees belonging to urban area is 75.05 (SD = 16.45), respectively. The small difference in mean value of scores obtained by managing trustees belonging to rural and urban area indicates no significant difference in their academic administration. This is further confirmed by the values of t-ratio between the scores obtained by managing trustees (t-ratio 0.605) as this value of t-ratio is not significant at a confidence level of 0.01. Similarly, no significant different was observed between academic administration of principals of aided (mean = 74.85, SD = 14.30) and non-aided (mean = 73.89, SD = 16.91) colleges as can be judged from Figure 2. The t-ratio for scores obtained by managing trustees of aided and non-aided institutions (t-ratio 0.213) is not significant at 0.01 level confirming the above mentioned fact. The study was aimed to evaluate the academic administration of managing trustees of secondary teacher education institutes however a study on larger scale is further needed to explore the possible difference in academic administration of various associated variables. The role of administration skills along with technical skills can be further exploited in the growing arena of use of technology in academic administration. The practices of management in private sector seems to be introduced in private higher education institutes or universities, fulfilling their motive of high enrolment, good quality education as well as sustainability of finances without or with negligible government funding. It is argued that if such practices are adopted in government or public teacher education or higher education institutes, not only the quality teachers or well developed human will be produced, it would always help in financial sustainability.

Conclusion and Implications:

The present study seems to be beneficial for proper and sustainable running of teacher education institutions in the fast moving concept of globalization and economy. The lower academic administration of female managing trustees as compared to male managing trustees suggests the immediate need for the improvement of academic administration of female managing trustees. This would rather introduce soft feministic approach, very close to humanity in the academic administration, much required in academic administration. The female academic administrators should be provided with flexibility in working time and allowed frequently to attend courses related to management and administration. Similarly, the administrators from reserved category must be provided with ample administrative skills to raise their academic administration for betterment of institution as well as society. It is mentioned that more data on large scale is required to corroborate the above results. On the other hand, both the type of the location of institution (rural or urban) or the aided or non-aided nature of institution has not found to exert any effect on academic administration of
managing trustees, which can be related to their experience in management related issues. This work seems to be important from the view point of raising academic administration in secondary teacher education institutions and to find out and eliminate the causes of lower academic administration, which is foremost for producing highly talented and trained teachers for future.

Bibliography: