



A STUDY OF IMPACT OF TEACHERS' ACADEMIC PROFILE ON ORGANISATIONAL ACHIEVEMENT

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Abstract

In the present study an attempt was made to study the impact of Teachers' Academic Profile on Organisational Achievement. Three types of educational organizations namely government schools, aided schools and unaided schools of Dehradun district were taken for the study. The sample comprised of 420 senior secondary schools teachers- 140 govt. schools teachers, 140 aided and 140 unaided schools teachers. Purposive random sampling technique was used to collect the data.

Organisational Achievement Test and Academic Profile Schedule were administered to find the impact of teacher's academic profile on organisational achievement.

Findings suggests that, "There is significant impact of teachers' academic profile on organisational achievement of different type of senior secondary schools."

Key words- [Academic Profile, Organisational Achievement, Teacher, Organisation]



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Introduction :

School is one of the most important educational organisation in any society which is setup to meet out a large numbers of objectives. It has to play a vital role in the society so that the bigger aims of a nation are achieved. In the present scenario there are different types of educational organisations. And teacher is the most important dimension of any educational organisation. For years we have believed that teachers do definitely influence pupil's performance and their behaviour. It means that there are some important characteristics of a teacher which significantly play a role in determining the achievement of an organisation directly and indirectly. Teacher's academic profile is here taken to see its influence on organisational achievement. Organisational achievement is as such a new term in the field of education, which is a yardstick to measure the success of an organization.

Need and significance of the study

A nation can progress only when its men and material are of high quality. High quality of material can be only produced by high quality of men. And high quality of men can only be produced by achieving high quality in educational organisations.

The standard of education and educational organisation for sure depends above all on the quality and competence of its teachers. .Whatever means or ways are adopted for improving the system of education nothing can be achieved if the concerned teachers working in the system do not possess the necessary intellectual, professional and ethical abilities. Teachers as the prominent agents of social change have to play a crucial role in realizing the goal of national development. In fact the need and importance of teachers in promoting knowledge, understanding and skills as well as in inculcating desirable values among young people has never been more obvious than today. Teachers prepare them not only to face the present and future with confidence but also to build it with purpose and responsibility.

Statement of the problem

A Study of Impact of Teachers' Academic Profile on Organisational Achievement.

Objectives of the study

To study the impact of teachers' academic profile on organisational achievement of different types of senior secondary schools.

Hypothesis

There is no significant impact of teachers' academic profile on organisational achievement.

Definition of Technical Terms

The Operational definitions of the terms used in study are given below in order to avoid the possibilities of any ambiguity in understanding to these variables.

Teacher's Academic Profile

The teacher's academic profile includes their educational qualification and achievements, length of teaching experience and other academic activities e.g. workshops/ seminars/ research etc.

Organisational Achievement

Organisational achievement is defined as the total outcome of the achievements of its main components such as its pupil's progress, pupil's academic and non-academic achievements, teacher's progress and personality development and its leader's (Principal's) progress and professional development. Thus, organisational achievement is a yard stick to measure the success of an organization.

Different Types of Senior Secondary Schools

There are three types of schools taken under study namely Government schools , Aided Schools and Unaided Schools.

Delimitation of the Study

The present study is delimited to the following areas.

- (i) The study is delimited to the teachers of senior secondary schools.
- (ii) The study is delimited to the schools of Dehradun district.
- (iii) The study is delimited to the teachers below fifty years of age.

Research Methodology

The present study is based on survey in which the normative survey method is followed for carrying out the study.

Sample and Sampling Technique

The schools selected for collecting samples were purposely chosen by the researcher in accordance to her research requirement but in the second stage the teachers were selected through simple random sampling. The sample size is 420 teachers. Out of 420, 140 are government school teacher, 140 are aided school teachers and 140 are unaided school teachers.

Tools used for Data Collection

For the comprehensive review for testing and measuring the teachers' academic profile and organisational achievement the following tools are used to collect the data:

- (i) Organisational Achievement Test (Self -Constructed)
- (ii) Academic Profile Schedule(Self- developed)

Data Collection

The data was collected by administering the tools to individual teachers at different times according to the test manual rules.

Variables Used In the Study

I.V. Academic Profile	D.V. Organization Achievement
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Data Analysis and Interpretation

In order to test the null hypothesis that there is no significant impact of teachers' academic profile on organisation achievement, value of mean, SD and t-value is calculated for different types of senior secondary schools in the following table no.1

Table-1 :Mean, Standard Deviation and t-value for Academic Profile (AP) of Teachers of Senior Secondary Schools belonging to High and Low Organisational Achievement

AP	High OA [GP ₁]			Low OA [GP ₂]			df	t
	N	Mean	SD	N	Mean	SD		
Government School Teachers	70	18.90	6.733	70	9.49	3.513	138	10.371*
Aided School	95	22.87	3.508	45	11.82	4.648	138	15.629*

Teachers								
Un-aided School Teachers Total	12 3 28 8	20.0 7 20.7 1	6.20 6 5.81 6	17 7 13 2	7 9.96	2.34 5 4.10 8	13 8 41 8	8.573** 19.145*

**** Significant at 0.05 and 0.01 level of significance**

It is apparent from the data presented in the above table-1 that the value of 't' (10.371) is found significant at 0.01 level of confidence for df 138 for government schools teachers. It means two groups of the teachers of government schools namely GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Academic Profile Schedule. Mean academic profile scores of the teachers belonging to high organisational achievement group is higher than their counterparts teachers which indicates that high academic profile contributes towards higher organisational achievement. There is significant impact of government school teachers academic profile on organisational achievement.

Table No. 1 shows that obtained t value for aided school teachers is 15.629 which is significant at 0.01 level of confidence for degree of freedom of 138. It means two groups of the teachers of aided schools namely GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Academic Profile Schedule. Mean academic profile scores of the teachers belonging to high organisational achievement group are higher than their counterpart teachers. There is significant impact of aided school teachers' academic profile on organisational achievement.

Table-1 shows that obtained t value for unaided school teachers is 8.573, which is significant at 0.01 level of confidence for degree of freedom of 138. It means two groups of the teachers of unaided schools namely GP₁ high scoring group on Organisational Achievement Test and GP₂ low scoring group on Organisational Achievement Test differ significantly on their Academic Profile Schedule. Mean academic profile score of the teachers belonging to high organisational achievement group is higher than their counterpart. There is significant impact of unaided school teachers' academic profile on organisational achievement.

The 't' value when computed for the senior secondary school teachers was found to be 19.145 which is highly significant at 0.01 level of significance. The value of mean for academic profile of teachers belonging to higher organisational achievement GP₁ is higher than GP₂. It means that two groups of teachers i.e. GP₁ and GP₂ differ significantly on their academic profile. There is significant impact of teachers academic profile on organisational achievement.

The Major Findings of the present study are as follows

- There is significant impact of government school teachers' academic profile on organisational achievement.
- There is significant impact of aided school teachers' academic profile on organisational achievement.
- There is significant impact of unaided school teachers' academic profile on organisational achievement.
- There is significant impact of teachers' academic profile on organisational achievement.

Conclusions of the study

These findings can be interpreted as, those teachers who have a good academic profile perform well and gives good result in academic achievement of the organisation. On the basis of above findings the null hypothesis that, "There is no significant impact of teachers academic profile on organisational achievement" is rejected.

The above finding suggests good academic profile puts positive impact on organisational achievement. The possible reasons for this may be that better the academic profile better will be the knowledge, understanding, application and explanation of the teacher regarding the subject. Taking part in refresher courses, seminars, various in-service programmes and other events add to the effectiveness of the teacher and hence the high organizational achievement.

Implications of the Study

The study has yielded certain results which seem to have serious implications in the field of education. Thus, this study may also help and provide guidelines for the improvement in the field of education. It may help management, administrations, principals and teachers in an acceptable manner.

- While recruiting management can look for the teachers with good academic profile.
- Teachers should always try to improve their academic profile. Teacher should take part in various in-service programmes, refresher courses, workshops etc. to improve his/her academic profile because this would help him in achieving his goal of good results in schools/ board exams. Good results in turn will improve his self-concept and thus further enhancement in output.

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