

A Study of Collegiality As A Predictor of Academic Achievement Among Senior Secondary Students

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Abstract : To be collegial is an important aspect in the teaching process especially among teachers. But, this is the major hurdle as felt by teachers due to their ego and complex. Sharing of knowledge and clarifying doubts among teachers are considered as threat to their professional advancement and self-esteem by many of the teachers. However, they do not know that their attitude is adversely effecting not only their development, but also the achievement of students directly and indirectly. The focus of this study was to determine the relationship, if any, between collegiality of teachers and students' academic achievement in schools. It also focused on the differences of collegiality of male teachers and female teachers belonging to two different senior secondary school boards, simultaneously it evaluated academic achievement of the students belonging to aforementioned boards. Mean difference analysis and correlation were the statistical technique used in the study. The sample was selected from 10 schools of XII Standard, which comprised of total 100 teachers who participated in the study. For evaluating academic achievement of students, the researcher selected 100 student's academic report of those particular schools only from where the teachers participated in the study. The result revealed that collegiality is having a direct positive correlation with academic achievement of students.

Key Words: Collegiality, Academic Achievement, senior secondary students

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I. Introduction

A number of ancient philosophers and psychologists had invented so many of theories and important views to develop the personality and performance of the learner. The performance of the learner in their academic session is called academic achievement. There are number of factors e.g. intelligence, parental status, environment, attitude, aptitude etc. which are directly or indirectly having effect on the academic achievement of the students. Collegiality of teachers is another most important factor of academic achievement of the students.

Effective collegiality in schools is a vital source of enhancement in staff professional growth, student learning and organizational effectiveness (Shah, 2012). Actual meaning of collegiality is the quality of collaboration or working together with colleagues in a work place. Collegiality represents a reciprocal relationship among colleagues with a commitment to sustain a positive and productive environment, which is very critical for the process and success of the educational institutions. Collegiality of teachers is a vital point in an educational Institution for the management of Schools and improving the quality of education. Collegiality is a most important factor in academic achievement of the students. Therefore, there is a need to focus on the collegiality of the teachers in an educational institution. Collegiality has significant theoretical and practical implication for administrative and instructional decision-making and practices (Adu, Tadu & Eza,2010).

Need and significance of the study

This study helps the teachers to develop the sense of collegiality among them. This study also inspires the students to excel in academic achievement. By knowing the positive effects of collegiality on academic achievement of the students, the teachers may try to remove the barriers in order to develop collegiality among them. In the present scenario, the academic achievement of the students is a vigorous angle of Indian as well as world educational system. A nation for the development of its every aspect like economic, social, political, technology mostly depended on the education system. In other words, it can be said that higher the educational achievement, higher the development of the nation. The academic achievement of the students is varying based on some basic factors like parental status, intelligence, etc. among these the collegiality is one of the most important factors.

Although there is a great impact of collegiality on academic achievement of the students, yet there is significant lacking of collegiality of teachers from primary school to university level. There is lacking of sufficient induction in-service programmes in the institutions for the new teachers. In Indian schools as well as in universities, teachers are engage in politics and the senior teachers creates own personal group and they also divides the other teachers in different groups. This is the most dangerous barrier of collegiality among teachers. The sense of superiority and inferiority complex among teachers, religious differences etc. are major barriers for the collegiality among teachers.

Methodology

The study is quantitative in nature. Survey method was used to collect the data.

Sample of the study

The sample was selected from 10 schools of XII Standard, which comprised of total 100 teachers who participated in the study. The Participants were from two school boards. Among them 50 teachers were from WBCHSE and 50 teachers were from CBSE. The 50 teachers of WBCHSE involved 25 male and 25 female similarly the case of CBSE also where 50 teachers included 25 male and 25 female teachers. For evaluating academic achievement of students, the researcher selected 100 student's academic report of those particular schools only from where the teachers participated in the study.

Objectives of the study

1. To identify the relationship between collegiality of teachers and academic achievement of the students.
2. To identify the significant difference in collegiality of teachers between WBCHSE & CBSE boards.
3. To identify the significant difference in collegiality of male teachers between WBCHSE & CBSE boards.
4. To identify the significant difference in collegiality of female teachers between WBCHSE & CBSE boards.
5. To identify the significant difference in collegiality between male and female teachers in CBSE board.
6. To identify the significant difference in collegiality between male and female teachers in WB board.

Hypotheses

1. There is no significant relationship between collegiality of teachers and academic achievement of the students.
2. There is no significant difference in collegiality of teachers between WBCHSE & CBSE boards.
3. There is no significant difference in collegiality of male teachers between WBCHSE & CBSE boards.
4. There is no significant difference in collegiality of female teachers between WBCHSE & CBSE boards.
5. There is no significant difference in collegiality between male and female teachers in CBSE board.
6. There is no significant difference in collegiality between male and female teachers in WB board.

Tools used

For measuring the collegiality among senior secondary school teachers, the investigator has used the 'School Collegiality Perception Survey' (SCPS) developed by Archana E. Treohan (2010).

Statistical techniques

1. Mean
2. Standard Deviation
3. Correlation (Karl Pearson's coefficient of correlation)
4. t-Test

II. RESULTS AND DISCUSSION

The data was analysed to see the relationship between Collegiality and Academic achievement.

Objective no. 1

To identify the relationship between collegiality of teachers and academic achievement of the students.

Table 1:
Correlation Matrix of two variables of total sample.

Variable	Number	r	L.O.S	Ho
Collegiality	100	0.068	0.05	Rejected
Academic achievement	100			

The Pearson's coefficient of correlation between Collegiality and Academic achievement is found to be 0.068 which shows that there is significant relationship between collegiality of teachers and academic achievement of the students, therefore the null hypothesis is rejected. This analysis indicated that if the collegiality of teachers is high then the academic achievement of the students will be high, and collegiality is low then the academic achievement also will be low.

Objective no. 2

To identify the significant difference in collegiality of teachers between WBCHSE & CBSE boards.

Table 2

Result of significant difference in collegiality of teachers between two boards.

Group	Size	Mean	df	S.D	Calculated t value	Tabulated t value	L.O.S	Ho
WBCHSE	50	43.42	98	4.43589	10.504	1.96	0.05	R
CBSE	50	52.44		4.14611		2.58	0.01	R

The above table show calculated value of 't' (10.504) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference of teacher collegiality between two senior secondary school boards. It further shows that CBSE board teacher shows more collegiality than the WB board because the mean score of CBSE board (52.44) is higher than the WB board (43.42).

Objective No-3

To identify the significant difference in collegiality of male teachers between WBCHSE & CBSE boards.

Table 3:

Result of significant difference of male teachers in collegiality between two boards.

Group	Size	Mean	S.D	df	Calculated t value	Tabulated t value	L.O.S	Ho
WBCHSE	25	42.92	3.90	48	9.551	1.96	0.05	R
CBSE	25	52.84	3.42			2.58	0.01	R

The above table show calculated value of 't' (9.551) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference of male teacher collegiality between two senior secondary school boards. It further shows that male teachers of CBSE board show more collegiality than the male teachers of WB board because the mean score of CBSE board (52.84) is higher than the WB board (42.92).

Objective no. 4

To identify the significant difference in collegiality of female teachers between WBCHSE & CBSE boards.

Table 4:

Result of significant difference of female teachers in collegiality between two boards.

Group	Size	Mean	S.D	df	Calculated t value	Tabulated t value	L.O.S	Ho
WBCHSE	25	43.92	4.94	48	5.894	1.96	0.05	R
CBSE	25	52.04	4.80			2.58	0.01	R

The above table show calculated value of 't' (5.897) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference of female teacher collegiality between two senior secondary school boards. It further shows that female teachers of CBSE board show more collegiality than the female teachers of WB board because the mean score of CBSE board (52.04) is higher than the WB board (43.92).

Objective no. 5

To identify the significant difference in collegiality between male and female teachers in CBSE board

Table 5:

Result of significant differences in collegiality between male and female teachers in CBSE board.

Group	Size	Mean	df	S.D	Calculated t	Tabulated	L.O.S	Ho
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					value	t value		
MALE	25	52.84	48	3.42	.678	1.96	0.05	A
FEMALE	25	52.04		4.80		2.58	0.01	A

The above table show calculated value of ‘t’ (.678) is higher than the tabulated value of ‘t’ (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference in collegiality between male and female teacher in CBSE senior secondary school board.

Objective no. 6

To identify the significant difference in collegiality between male and female teachers in WB board.

Table 6:

Result of significant differences of collegiality between male and female teachers in WB board.

Group	Size	Mean	S.D	df	Calculated t value	Tabulated t value	L.O.S	Ho
MALE	25	42.92	3.90	48	.794	1.96	0.05	A
FEMALE	25	43.92	4.94			2.58	0.01	A

The above table show calculated value of ‘t’ (.798) is higher than the tabulated value of ‘t’ (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference in collegiality between male and female teacher in WB senior secondary school board.

Delimitations of the study

- 1) In this study only two senior secondary school board has been chosen.
- 2) Only 12 schools (6 WBCHSE & 6 CBSE) are selected for data collection.
- 3) This study is based on only 100 teachers (50 WBCHSE & 50 CBSE) collegiality sample.
- 4) The academic achievement of the students has been selected randomly.

III. CONCLUSION

In the present study, “A study on collegiality as a predictor of academic achievement of the students” investigator has concluded that there is a significant effect of the collegiality of teachers on the academic achievement of the students. Therefore there is a great need to develop the collegiality of the teachers in a school, because the academic achievement of the students is a vital point in an academic session. As, a teacher is a guide of the students, there should be all kind of efforts from the part of teachers to remove all the barriers like inferiority, superiority, cultural, religious etc. to develop the collegiality for improvement in academic achievement of the students.

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