SCHOOL ADMINISTRATION AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN NORTH BENGAL

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Abstract

The purposes of the study determine the status of how the School Administration effective to achievement of Adolescent students in North Bengal. For this purposes, researcher used questionnaire which is prepared by seven dimensions (availability of the resources use by students, and used by teachers) are applied to 300 students. The researcher selected seven dimensions for item analysis of School Administration tests. For development of the tools, researchers used split- half method. Five objectives has chooses in this study. This study is conducted with descriptive type survey method. The data has been analyzed through 't' test of statistics. The researcher chose 13 hypothesis. This all hypothesis tested by 't' test. 2 of them the result was not significant. And other 11 hypothesis is significant mean different of effective School Administration Academic Achievement of Adolescent Students in North Bengal.

Key words: *School Administration, Academic Achievement, Adolescent Students*

Introduction

The practices of School Administration are as old as the histories of organized system of social institutions are well established patterns for fulfilling various learner needs. Good School administration evolved the learner excellent achievement, there for some area of the School administration aspect mostly effect on the learner activities. Teachers are the most leadership role played in the institution to over all development for the learner good achievements. Learner hope that all the time who (teachers) support me always my educational support to better me about my good achievement guidence. But there for seen that many of the institution infustructure mainly educational administration process may also be problematic. And this barrier effect on directly to the students achievement. Researcher guesses this problematic issue for the causes of learner good achievement activity. So the Researcher select some dimension such as Govt. visitor, social worker support, parental support, role of the teachers, school management leadership, availability of teaching support material etc, all are supported to learner achievement. This indicates that certain abiding learner needs and activities are essential for any form of social institution. There is no exception to this principle to Governmental institution, economic, religious or academic institution. It is for this reason, any form of institution (without exception to academic one) desires, directs, regulates and even enforces, it's member to comply with its order, norms, values and abiding needs and activities. In order to maintain order and achieve progress, the institution has to exercise some type of control over its members, so that, there may be no marked deviations from the established ways of regulations, norms, values

threatening its welfare. Such type of regulatory processes and control are understood by modern sociologist as social control. The idea was to extend school administration include rules, regulation, maintaining power, teachers leadership ability, co-curriculum activities and ideals and innovation performances. The academic institution or the school is a special type of organization having certain specific social objectives to fulfill. As a Social institution, the school functions under control of the establishment state administration. At any formal institution the state directly control and established. Controlling is also found in administration and organization, selection teachers, construction of curriculum etc. on the other hand; the school is directed by the board of education of the State or region.

We shall deal, only with education in its restricted sense in which there is assumed a body of learners and a body of instructors operating under formally recognized authority. Education is used in the more restricted sense of terms, applying to instructor-learner institutionalized patterns, which have teaching as a definite aim. Such patterns have an important place in our social control, especially in view of our commonly accepted notion of the close relationship education and democratic system. This limitation obviously takes in public school system; but quite as obviously it takes in much more. We are actually concerned here with all agencies which possess an institutional pattern and are definitely committed to instruction. It serves the purpose of some people, now and then to declare that the proper function of our school is narrowly instructional. The schools should confine themselves; it is said, to teaching practically useful skills and knowledge. In any present-day community, be absolved as regards responsibility in the matter of social control. Social control is mostly vital role played. In about the students excellent or student's achievement grow from some basic areas, like that students Social Control. Here students' achievement depended on some basic areas of social control. The learners achieving seen in differently. So the researcher founded the causes of different achieving of learner in several regional or areas. For good achievement of learner depends on good social support. Hence the researcher deals with the Administration system of students' means some areas means; the School Administration of learner deals that Daily school administration, Parent Teachers Associations, Visit by Govt. Officials & provisional Class, School administration facilities, Evaluation and Examination systems, Learner's personal Guided facilities, and Leadership role of School & Uses Technology etc.

This is an unexplored area of investigation in the school system of education in North Bengal. The students of lower secondary and higher secondary school in the Coochbehar, Jalpaiguri and Alipurduar districts have been selected as the sample for this study. The researcher collected around 300 samples from rural and urban area from the both sexes. The researcher selected the some dimension for item analysis of School Administration tests. For development of the tools, researchers used split- half method. Also, the researcher gathered the data from Coochbehar, Jalpaiguri and Alipurduar Districts. A purposive sampling procedure conducted for this study. As the study is survey in nature. So, the researcher followed the Descriptive Research Method. Thus, the present researcher took his problem namely as '**SCHOOL ADMINISTRATION AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN NORTH BENGAL'.**

Objectives of the Study

The Major Objectives of the study are as follows:

I. To find out the difference between 'Urban Boys' and 'Rural Boys' in 'School Administration' and ''Academic Achievement' of Adolescent Student in North Bengal.

II. To measure the difference between 'Urban Boys' and 'Urban Girls' in 'School Administration' and ''Academic Achievement' of Adolescent student in North Bengal.

III. To measure the difference between 'Urban Girls' and 'Rural Girls' in 'School Administration' and 'Academic Achievement' of Adolescent Student in North Bengal.

IV. To measure the difference between 'Rural Boys' and 'Rural Girls' in 'School Administration' and 'Academic Achievement' of Adolescent student in North Bengal.

V. To find out the difference between 'Urban Students' and 'Total Rural Students' in 'School Administration' and 'Academic Achievement' of Adolescent student in North Bengal.

Hypothesis of the Study

Hypothesis is guesses or tentative solutions which provide basis to the study to be tested by facts. For the present study, Researcher following the Hypothesis is framed:

H_{01}: There is no significance difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement' of Adolescent Students in North Bengal.

H_{02}: There is no significance different between 'Urban Boys' and 'Rural Boys' in 'School Administration' of Adolescent Students in North Bengal.

H_{03}: There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Academic Achievement' of Adolescent Students in North Bengal.

H_{04}: There is no significance different between 'Urban Boys' and 'Urban Girls' in 'School Administration' of Adolescent Students in North Bengal.

H_{05}: There is no significance different between 'Urban Girls' and 'Rural Girls' in Academic Achievement' of Adolescent Students in North Bengal.

H_{06}: There is no significance different between 'Urban Girls' and 'Rural Girls' in 'School Administration' of Adolescent Students in North Bengal.

H_{07}: There is no significance different between 'Rural Boys' and 'Rural Girls' in 'Academic achievement' of Adolescent Students in North Bengal.

H_{08}: There is no significance different between 'Rural Boys' and 'Rural Girls' in 'School Administration' of Adolescent Students in North Bengal.

H_{09}: There is no significance different between Total 'Urban Students' and Total 'Rural Students' in 'Academic Achievement' of Adolescent Students in North Bengal.

H_{10}: There is no significance different between Total 'Urban Students' and 'Rural Students' in 'School Administration' of Adolescent Students in North Bengal.

H_{11}: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Academic Achievement' of school going Adolescence students in North Bengal.

H_{12}: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Social Control' of school going Adolescence students in North Bengal.

H_{13}: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'School administration' of school going Adolescence students in North Bengal.

Methodology of the Study

This study is descriptive in nature and the survey approach has been considered to be justified. Therefore, in brief, the present researcher has been reasoned the various principles of survey method in educational studies as the undertaken problems to education field.

Population and Sample

All higher secondary students in North Bengal, W.B are considered as the population for the present study. 300 higher secondary students have been selected as samples from North Bengal. Purposive sampling technique has been adopted for the selection of sample.

Data Collection Tool

Relevant data of the study is collected through questionnaire. The researcher has developed likert five point scales with the guidance of the supervisor. For the standardization of the data collection tool the researcher done item analysis with spilt-half method and the reliability score founded 0.82.

<p align="center">Reliability Coefficient of School Administration Questionnaire</p>

Method	N	Reliability Coefficient(r_{tt})
Split-Half Method	300	0.82

Analysis of Data:

In this study School Administration' was independent variables and 'Academic Achievement' was dependent variables. The whole study proceeded in the relationship between these independent and dependent variables. The following tables showed their relationship in accordance with the hypothesis framed for the study.

Analysis hypothesis by't'-test

H_{o1}: There is no significance difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement' of Adolescent Students in North Bengal.

Table 01: determination of significance of mean scores in Academic Achievement between 'Urban boys' and "rural boys' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Boys	62	486.81	119.26	17.53	126	11.16
Rural Boys	66	291.08	75.50			

**Significant at 0.01 level

Analysis: The't' value for the hypothesis H_{01} is 11.16, which significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H_{01}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement of adolescent students in North Bengal.

H_{02}: There is no significance different between 'Urban Boys' and 'Rural Boys' in 'School Administration' of Adolescent Students in North Bengal.

Table 02: determination of significance of mean scores in 'School Administration' between 'Urban boys' and 'Rural boys' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Boys	62	170.45	16.06			
Rural Boys	66	134.36	11.08	2.43	126	14.87

**Significant at 0.01 level

Analysis: The 't' value for the hypothesis H_{03} is 14.87, which significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H_{03}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in 'School Administration 'of adolescent students in North Bengal.

H_{03}: There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Academic Achievement' of Adolescent Students in North Bengal.

Table 03: determination of significance of mean scores in 'Academic Achievement' between 'Urban boys' and 'Urban Girls' of 11th grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Boys	62	486.81	119.26	21.92	100	1.49
Urban Girls	40	519.58	87.87			

** Not Significant at 0.01 levels.

Analysis: The 't' value for the hypothesis H_{04} is 1.49, which is not significant at 0.01 level. So the null hypothesis is accepted.

Interpretation: As the table value was not significant and the corresponding hypothesis (H_{04}) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Academic achievement' of adolescent students in North Bengal.

H_{04}: There is no significance different between 'Urban Boys' and 'Urban Girls' in 'School Administration' of Adolescent Students in North Bengal.

Table 04: determination of significance of mean scores in 'School Administration' between 'Urban Boys' and 'Urban Girls' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Boys	62	170.45	16.06	3.33	100	0.53
Urban Girls	40	168.70	16.95			

** Not Significant at 0.01 levels.

Analysis: The 't' value for the hypothesis (H_{06}) is 0.53, which is not significant at 0.01 level. So the null hypothesis is accepted.

Interpretation: As the table value was not significant and the corresponding hypothesis (H_{06}) was accepted and alternative hypothesis was rejected. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'School Administration' of adolescent school going students in North Bengal.

H_{05}: There is no significance different between 'Urban Girls' and 'Rural Girls' in Academic Achievement' of Adolescent Students in North Bengal.

Table 05: determination of significance of mean scores in 'Academic Achievement' between 'Urban Girls' and 'Rural Girls' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Girls	40	519.58	87.87	13.20	170	19.34
Rural Girls	132	264.30	68.30			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H_{07}) is 19.34 and computed value was 2.61 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H_{07}) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.

H_{06}**:** There is no significance different between 'Urban Girls' and 'Rural Girls' in 'School Administration' of Adolescent Students in North Bengal.

Table 06: determination of significance of mean scores in 'School Administration' between 'Urban Girls' and 'Rural Girls' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Urban Girls	40	168.70	16.95	3.32	170	3.15**S
Rural Girls	132	158.26	18.79			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H_{09}) is 3.15, and computed value was 2.61 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H_{09}) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'School Administration' of adolescent school going students in North Bengal.

H_{07}**:** There is no significance different between 'Rural Boys' and 'Rural Girls' in 'Academic achievement' of Adolescent Students in North Bengal.

Table 07: determination of significance of mean scores in 'Academic Achievement 'between 'Urban Girls' and 'Rural Girls' of 11th Grade School Going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Rural Boys	66	291.08	75.50	10.65	196	2.51**NS
Rural Girls	132	264.30	68.13			

** Not Significant at 0.01 levels.

Analysis: The 't' value (calculated value) for the hypothesis (H_{10}) is 2.15, and computed value was 2.61 at the level of 0.01, which is not significant at 0.01 level. So, the null hypothesis is accepted.

Interpretation: As the table value was not significant and the corresponding hypothesis (H_{10}) was accepted. So, it can be interpreted that there is no significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.

H$_{08}$: There is no significance different between 'Rural Boys' and 'Rural Girls' in 'School Administration' of Adolescent Students in North Bengal.

Table 08: determination of significance of mean scores in 'School Administration' between 'Rural Boys' and 'Rural Girls' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE$_D$	df	t
Rural Boys	66	134.36	11.08	2.51	196	9.53 **S
Rural Girls	132	158.26	18.79			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H$_{12}$) is 9.53, and computed value was 2.60 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H$_{12}$) was rejected. So, it can be interpreted that there is significant mean difference between 'Rural Boys' and 'Rural Girls' in 'School Administration' of adolescent school going students in North Bengal.

H$_{09}$: There is no significance different between Total 'Urban Students' and Total 'Rural Students' in 'Academic Achievement' of Adolescent Students in North Bengal.

Table 09: determination of significance of mean scores in 'Academic Achievement' between 'Urban Students' and 'Rural Students' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE$_D$	df	t
Urban Students	102	499.66	108.77	10.48	298	21.60**SN
Rural Students	198	273.22	71.60			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H$_{13}$) is 21.60, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H$_{13}$) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students 'and 'Rural Students' in 'Academic Achievement' of adolescent school going students in North Bengal.

H$_{10}$: There is no significance different between Total 'Urban Students' and 'Rural Students' in 'School Administration' of Adolescent Students in North Bengal.

Table 10: determination of significance of mean scores in 'School Administration' between 'Total Urban Students' and 'Total Rural Students' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE$_D$	df	t
Urban Students	102	169.76	16.36	2.30	298	8.46**SN
Rural Students	198	150.29	20.07			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H$_{15}$) is 8.46, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H$_{15}$) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students 'and 'Rural Students' in 'School Administration' of adolescent school going students in North Bengal.

H$_{11}$: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Academic Achievement' of school going Adolescence students in North Bengal.

Table 11: determination of significance of mean scores in 'Academic Achievement' between 'Total Boys Students' and 'Total Girls Students' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE$_D$	df	t
Total Boys Students	128	281.66	74.18	14.52	298	8.24**SN
Total Girls Students	172	401.22	151.19			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H$_{16}$) is 8.24, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H$_{16}$) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'Academic Achievement' of adolescent school going students in North Bengal.

H$_{12}$: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Social Control' of school going Adolescence students in North Bengal.

Table 12: determination of significance of mean scores in 'Social Control' between 'Total Boys Students' and 'Total Girls Students' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE$_D$	df	t
Total Boys Students	128	177.37	21.54	2.59	298	3.98**SN
Total Girls Students	172	187.67	22.59			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H$_{18}$) is 3.98, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H$_{17}$) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'Social Control' of adolescent school going students in North Bengal.

H$_{13}$: There is no significance difference between 'Total Boys' and 'Total Girls' students in 'School administration' of school going Adolescence students in North Bengal.

Table 13: determination of significance of mean scores in 'School Administration' between 'Total Boys Students' and 'Total Girls Students' of 11th Grade School going adolescent Students.

Measures	N	Mean	SD	SE_D	df	t
Total Boys Students	128	151.84	22.68	2.40	298	3.68**SN
Total Girls Students	172	160.69	18.86			

** Significant at 0.01 level.

Analysis: The 't' value (calculated value) for the hypothesis (H_{18}) is 3.68, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

Interpretation: As the table value was significant and the corresponding hypothesis (H_{18}) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'School Administration' of adolescent school going students in North Bengal.

Findings of the Study

- As the table value was significant and the corresponding hypothesis (H_{01}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement of adolescent students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{02}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in 'School Administration 'of adolescent students in North Bengal.
- As the table value was not significant and the corresponding hypothesis (H_{03}) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Academic achievement' of adolescent students in North Bengal.
- As the table value was not significant and the corresponding hypothesis (H_{04}) was accepted and alternative hypothesis was rejected. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'School Administration' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{05}) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{06}) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'School Administration' of adolescent school going students in North Bengal.
- As the table value was not significant and the corresponding hypothesis (H_{07}) was accepted. So, it can be interpreted that there is no significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{08}) was rejected. So, it can be interpreted that there is significant mean difference between 'Rural Boys' and 'Rural Girls' in 'School Administration' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{09}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students 'and 'Rural Students' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{10}) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students 'and 'Rural Students' in 'School Administration' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{11}) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'Academic Achievement' of adolescent school going students in North Bengal.

- As the table value was significant and the corresponding hypothesis (H_{12}) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'Social Control' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis (H_{13}) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students 'and 'Total Girls Students' in 'School Administration' of adolescent school going students in North Bengal.

Limitations of the Study

In the present study, the researcher tried the best to follow the proper methods and techniques of research with all possible care in all stages of this investigation. But some limitations are there.

i) He considered both sex (male, female) and Rural and Urban students (Co-ed) of class XI of North Bengal under the board of West Bengal Council of Higher Secondary Education.
ii) The researcher administered the test on only 300.
iii) The researcher collected data from the three districts, which are Coochbehar, Alipurduar, and Jalpaiguri of north Bengal.
iv) The researcher took the students of class XI standard for his purposes.

Conclusion of the Study:

All scientific research study leads to some educational contribution. The present research study applied in nature has some educational conclusion. The study has revealed the relationship between Academic Achievement and School Administration. The researcher founded the thirty findings of thirty hypotheses of five objectives. There are some findings has showed that there are no significant mean difference between 'Urban Girls' and 'Rural Girls' in 'School Administration' and that there is no significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal. And other hypothesis founded significant mean different. The study is likely to high lights upon the direction of Academic Achievement and School Administration. The teacher can find the effect of Achievement on School Administration of the learners. The study will also helpful to the good academic performance and the personality development of the students. And direction which areas of School Administration are more needed to grow up of good Academic Achievement.

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