

# ACADEMIC PROBLEMS AS PERCEIVED BY THE ADMINISTRATORS AT SECONDARY LEVEL IN SOUTHERN DISTRICTS OF TAMILNADU

Research Paper

## ABSTRACT

Survey method was conducted by the investigator with the objective of finding out the academic problems perceived by the administrators at the secondary level in Southern districts of Tamilnadu. The study was conducted in Kanyakumari, Thoothukudi, and Thirunelveli Districts. The investigator developed a questionnaire with 20 statements related with academic problems for the collection of data. Ranking and percentage analysis were used to analyse the data. Non ventilated dark classrooms, lack of adequate number of class rooms and lack of leadership among the administrators are perceived as serious problems by the administrators at the secondary level.

## INTRODUCTION

Administration is a general process, which gives judgment or insight in any group activity. It is the systematic arrangement of men and material to achieve the aims and objectives. Educational administration is to enable the right pupils to receive the right education from the right teachers at a cost within the means of the state under conditions which enable the pupils to profit by their training. Educational administration is internal and external. Internal administration is concerned with Staff, Students, materials which are useful in teaching. External administration deals with the community, the higher authorities and the public. Internal and External administrations are complementary to each other.

Educational administration is also a Social process. It is concerned with human as well as material resources. The human resources are children, parents, teachers, employees, citizens and officials. Material resources are buildings, play grounds equipments etc.

An administrator while dealing with human and non human materials faces a lot of problems. Some common problems perceived by the administrators are lack of finance, lack of staff, irregularity among the staff, lack of leadership, faulty evaluation and poor administration. An

excellent administrator gets excellent results. Administrator works wonders when the administrator has a democratic way of dealing with things. A good administration maintains the quality of the human beings and thereby maintains social order. So it is necessary to find out the academic problems faced by the administrators. If we properly identify the academic problems perceived by the administrators, we can give remedial measures which lead to the smooth functioning of the institution.

## OBJECTIVE

The main objective of the study is

To find out the academic problems perceived by the administrators at secondary level in southern districts of Tamilnadu.

## METHOD

The method adopted for the present study is survey method.

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Academic Problems as Perceived by the Administrators at the secondary level

Rank, Percentage analysis - Whole Sample

Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Rank
Item	No %	No %	No %	No %	No %	No %	No %	No %	No %	No %	No %	No %									
1. Less number of class rooms	13 (10.83)	11 (9.17)	6 (5.00)	7 (5.83)	12 (10.00)	5 (4.17)	14 (11.67)	2 (1.67)	2 (1.67)	12 (10.00)	0 (0.00)	7 (5.83)	2 (1.67)	12 (10.00)	0 (0.00)	6 (5.00)	3 (2.50)	3 (2.50)	4 (3.33)	0 (0.00)	2 (1.67)
2. Over crowded class rooms	8 (6.67)	11 (9.17)	3 (2.50)	13 (10.83)	19 (15.83)	5 (4.17)	4 (3.33)	4 (3.33)	2 (1.67)	12 (10.00)	10 (8.33)	6 (5.00)	7 (5.83)	1 (0.83)	3 (2.50)	1 (0.83)	9 (7.50)	4 (3.33)	1 (0.83)	7 (5.83)	7 (5.83)
3. Faulty methods of teaching	5 (4.17)	10 (8.33)	11 (9.17)	10 (8.33)	12 (10.00)	4 (3.33)	6 (5.00)	17 (14.17)	5 (4.17)	3 (2.50)	7 (5.83)	4 (3.33)	1 (0.83)	4 (3.33)	1 (0.83)	8 (6.67)	9 (7.50)	0 (0.00)	3 (2.50)	0 (0.00)	0 (0.00)
4. Lack of parental attention in Education	7 (5.83)	14 (11.67)	0 (0.00)	3 (2.50)	1 (0.83)	3 (2.50)	2 (1.67)	2 (1.67)	14 (11.67)	5 (4.17)	5 (4.17)	5 (4.17)	9 (7.50)	7 (5.83)	6 (5.00)	5 (4.17)	6 (5.00)	17 (14.17)	12 (10.00)	10 (8.33)	18 (15.00)
5. Poor administration	19 (15.83)	14 (11.67)	5 (4.17)	5 (4.17)	8 (6.67)	5 (4.17)	2 (1.67)	2 (1.67)	16 (13.33)	1 (0.83)	3 (2.50)	6 (5.00)	4 (3.33)	6 (5.00)	1 (0.83)	6 (5.00)	0 (0.00)	0 (0.00)	4 (3.33)	12 (10.00)	5 (4.17)
6. Illiteracy among the parents	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.83)	0 (0.00)	6 (5.00)	7 (5.83)	3 (2.50)	6 (5.00)	2 (1.67)	5 (4.17)	9 (7.50)	2 (1.67)	2 (1.67)	8 (6.67)	5 (4.17)	12 (10.00)	10 (8.33)	20 (16.67)	17 (14.17)	20 (16.67)
7. Poverty in the family	0 (0.00)	5 (4.17)	4 (3.33)	8 (6.67)	7 (5.83)	3 (2.50)	7 (5.83)	4 (3.33)	5 (4.17)	7 (5.83)	2 (1.67)	5 (4.17)	4 (3.33)	6 (5.00)	5 (4.17)	2 (1.67)	3 (2.50)	10 (8.33)	10 (8.33)	12 (10.00)	17 (14.17)
8. Faculty evaluation system	4 (3.33)	3 (2.50)	11 (9.17)	6 (5.00)	5 (4.17)	6 (5.00)	10 (8.33)	21 (17.50)	13 (10.83)	2 (1.67)	0 (0.00)	4 (3.33)	3 (2.50)	3 (2.50)	4 (3.33)	2 (1.67)	2 (1.67)	12 (10.00)	3 (2.50)	7 (5.83)	8 (6.67)
9. Irregularity and absenteeism among students	2 (1.67)	7 (5.83)	6 (5.00)	2 (1.67)	1 (0.83)	0 (0.00)	11 (9.17)	13 (10.83)	0 (0.00)	7 (5.83)	4 (3.33)	6 (5.00)	10 (8.33)	10 (8.33)	7 (5.83)	3 (2.50)	9 (7.50)	9 (7.50)	9 (7.50)	4 (3.33)	15 (12.50)
10. Unnecessary wastage of time by students	1 (0.83)	3 (2.50)	1 (0.83)	3 (2.50)	3 (2.50)	8 (6.67)	2 (1.67)	1 (0.83)	14 (11.67)	10 (8.33)	11 (9.17)	3 (2.50)	3 (2.50)	10 (8.33)	8 (6.67)	5 (4.17)	17 (14.17)	7 (5.83)	6 (5.00)	4 (3.33)	19 (15.83)
11. Disinterested teacher	4 (3.33)	6 (5.00)	5 (4.17)	5 (4.17)	4 (3.33)	11 (9.17)	6 (5.00)	7 (5.83)	2 (1.67)	9 (7.50)	9 (7.50)	3 (2.50)	2 (1.67)	6 (5.00)	6 (5.00)	5 (4.17)	5 (4.17)	6 (5.00)	8 (6.67)	4 (3.33)	7 (5.83)
12. Lack of leadership among the head of the institution	9 (7.50)	16 (13.33)	6 (5.00)	6 (5.00)	5 (4.17)	11 (9.17)	7 (5.83)	6 (5.00)	5 (4.17)	13 (10.83)	9 (7.50)	3 (2.50)	5 (4.17)	0 (0.00)	1 (0.83)	5 (4.17)	7 (5.83)	3 (2.50)	0 (0.00)	3 (2.50)	3 (2.50)
13. Curriculum does not satisfy the needs and interest of students	9 (7.50)	3 (2.50)	0 (0.00)	2 (1.67)	2 (1.67)	1 (0.83)	1 (0.83)	10 (8.33)	7 (5.83)	6 (5.00)	11 (9.17)	11 (9.17)	4 (3.33)	1 (0.83)	14 (11.67)	13 (10.83)	5 (4.17)	4 (3.33)	8 (6.67)	8 (6.67)	16 (13.33)
14. Low salary in self financing schools	3 (2.50)	3 (2.50)	15 (12.50)	2 (1.67)	0 (0.00)	14 (11.67)	4 (3.33)	2 (1.67)	6 (5.00)	2 (1.67)	6 (5.00)	9 (7.50)	3 (2.50)	9 (7.50)	4 (3.33)	13 (10.83)	6 (5.00)	3 (2.50)	4 (3.33)	12 (10.00)	12 (10.00)
15. No place for direct experience in the curriculum	4 (3.33)	1 (0.83)	10 (8.33)	4 (3.33)	0 (0.00)	4 (3.33)	18 (15.00)	0 (0.00)	5 (4.17)	8 (6.67)	5 (4.17)	20 (16.67)	10 (8.33)	10 (8.33)	8 (6.67)	1 (0.83)	7 (5.83)	2 (1.67)	1 (0.83)	2 (1.67)	10 (8.33)
16. Aimlessness of Education	1 (0.83)	1 (0.83)	0 (0.00)	15 (12.50)	12 (10.00)	2 (1.67)	6 (5.00)	3 (2.50)	5 (4.17)	3 (2.50)	7 (5.83)	6 (5.00)	14 (11.67)	3 (2.50)	3 (2.50)	15 (12.50)	4 (3.33)	7 (5.83)	3 (2.50)	10 (8.33)	14 (11.67)
17. Rigid curriculum	1 (0.83)	1 (0.83)	2 (1.67)	6 (5.00)	15 (12.50)	10 (8.33)	5 (4.17)	9 (7.50)	9 (7.50)	8 (6.67)	5 (4.17)	6 (5.00)	6 (5.00)	6 (5.00)	7 (5.83)	2 (1.67)	13 (10.83)	3 (2.50)	0 (0.00)	5 (4.17)	9 (7.50)
18. Nonventilated and dark class rooms	13 (10.83)	13 (10.83)	17 (14.17)	7 (5.83)	10 (8.33)	13 (10.83)	5 (4.17)	7 (5.83)	0 (0.00)	3 (2.50)	6 (5.00)	2 (1.67)	6 (5.00)	5 (4.17)	0 (0.00)	5 (4.17)	0 (0.00)	5 (4.17)	3 (2.50)	0 (0.00)	1 (0.83)
19. Curriculum is not related with practical life	2 (1.67)	7 (5.83)	7 (5.83)	10 (8.33)	0 (0.00)	5 (4.17)	3 (2.50)	5 (4.17)	2 (1.67)	3 (2.50)	6 (5.00)	5 (4.17)	5 (4.17)	13 (10.83)	18 (15.00)	8 (6.67)	4 (3.33)	12 (10.00)	4 (3.33)	1 (0.83)	13 (10.83)
20. Bookish and theoretical curriculum	5 (4.17)	4 (3.33)	9 (7.50)	5 (4.17)	4 (3.33)	4 (3.33)	4 (3.33)	2 (1.67)	2 (1.67)	4 (3.33)	9 (7.50)	6 (5.00)	14 (11.67)	10 (8.33)	16 (13.33)	9 (7.50)	0 (0.00)	4 (3.33)	7 (5.83)	2 (1.67)	11 (9.17)

## SAMPLE

The study was carried out on a representative sample of 120 Administrators at secondary level from Kanyakumari, Thoothukudi and Thirunelveli Districts. The samples were selected randomly from the three districts.

## TOOL

The investigator constructed a tool about the academic problems perceived by administrators in the secondary level. It consists of a four point scale : major problems, problem, minor problem, not a problem. There are 56 statements in the tool. Investigator approached the guide, experts and administrators of the schools to give their recommendation and suggestions. The reliability and validity of the tool is found out. Finally the questionnaire consists of 20 statements.

## DATA ANALYSIS

Administrators' perception regarding academic problem were collected using the questionnaire. Ranking and percentage analysis were used to analyse the collected data.

## FINDINGS

From table 1 it is evident that Non-ventilated dark class room is one among the major problems according to the perception of administrators.

The less number of class rooms is the next major problem according to the perception of administrators.

Third major problem according to the perception of administrators is Lack of leadership among the heads of the institutions.

## CONCLUSION

Good classroom environment and effective administration are essential for better learning. Class room environment and infrastructure facilities are the important factors in determining the academic achievement of students. Neat and clean classrooms, well lighted classrooms, proper seating arrangements, basic facilities in the classrooms such as black board, tables, chairs and proper spacing are the basic and important factors that foster learning. Lack of these basic facilities will cause academic problems which will affect the academic achievement of the students. Hence a deliberate attempt must be taken to overcome these academic problems. The problem of over crowdedness can be rectified if we provide more number of classrooms. In addition to this, facilities such as black board, furniture, proper spacing inside the classrooms are the basic requirements for better learning. So the administrators, management and government join together to overcome these academic problems.

## REFERENCE

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