

"A Cross Sectional Analysis of Student Participation in Teaching - Learning Process and Governance"

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Abstract

Kapil Sibal, Minister of Human Resource Development (2010) stated, "Students are full partners in higher education teaching-learning process and governance". Now it is time for the students to claim this statement. Students are not consumers of higher education, but significant components within it. Consumers are not involved in management of processes, but students are Co-responsible of higher education management, as higher education is developed for students. Students are the main beneficiaries of increasing the quality of Higher education. Students should have more impact in decision making and governance of higher education, which must be a community of students and professors who are equally responsible for its quality.

Unfortunately students are increasingly being viewed as passive customers, while the ongoing inclusion of new external stakeholders and the pursuit of international competitiveness have resulted in changes in governance structures that lead to the dilution of student representation both in teaching-learning and Governance in higher education institutions. Student's academic performance is influenced by many exogenous as well as endogenous factors. To ensure that children reach their full potential, it is important for higher educational systems to provide appropriate and equitable learning opportunities to students from all backgrounds. The Principal objective of the study is to explore the nature of Student participation in teaching-learning process among the three major types of Institution managements at collegiate level viz: Public sector, Private aided and Private unaided. The findings reveal a strong association between the type of college management and the nature of students' participation. The Unaided managements excel in motivating excellent participation while the Public and Aided managements lag behind.

Keywords: *Governance, teaching-learning, Competitiveness, Quality in higher education*

Introduction

After many years in the comfort of general public trust, education has come under scrutiny and the think tanks, commissions, business forums and government reviews have described the state of the public education and prophesied grave future unless rapid change is initiated. Educating students eventually produces more educated adults, and many economists have suggested that this type of investment raises incomes in the developing countries more than in others. The opinion is backed by the Nobel Prize winning research of Schultz (1989). Investment in human capital has caused economic growth in East Asia (McMahon, 1998). A year of education is

associated with a 3 to 14% increase in wages and productivity in Sub-Saharan Africa (Simon, 2000). Educational attainment is perceived as one of the main vehicles to improve living standards in developing countries and to spur on nation-wide economic growth. Educators are under the pressure to show the public that what they are doing is working, and governments everywhere have seized on education as a cornerstone for their political agendas. In most countries, it is assumed that students are prepared for quite different societies than what their parents have experienced. In such a situation of national priority given to education, simply investing in the system and letting it to

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develop in its own way and produce the results as a natural output will not be the spirit of management.

Student's performance in academic score is accepted internationally to be one of the indicators of quality of higher educational system. However student performance is influenced by an array of exogenous as well as endogenous factors. Identifying the variables that influence the achievement of young individuals is of great importance for two different purposes. On one hand, it is an essential tool for the public authorities in-charge of the definition of optimal and efficient educational policies. On the other hand, this kind of analysis can help the educational institutions to improve the quality of their programmes. Given the vast resources invested in education, understanding what factors influence student learning is of crucial importance. A majority of the prior studies on student performance have focused on the role of exogenous factors in determining the levels of success in the classroom. Very few studies have probed on the endogenous determinants.

The score a student receives on an achievement test is influenced by multiple factors such as earlier learning, family background, test measurement error and the actual contribution of his schooling in the year tested. But a test score at one point in time captures the effect of all these, not simply that of the college. Many studies found that resources and/or funding levels are not significant determinants of student performance on standardized tests. Students' learning is influenced by interplay of their individual, family and institution characteristics. Such differences influence children's readiness to learn even before they come to colleges. To ensure that students reach their full potential, it is important for educational systems to provide appropriate and equitable learning opportunities to students from all backgrounds. The present study attempts to contribute to the hitherto less explored area of the nature of student participation in teaching-learning process and Governance, which is a result of many endogenous factors of the Higher educational institutions.

Review of Literature

Avinashilingam and Sharma (2005) found that classroom factors play a major role in affecting

the Students' academic performance, followed by environmental factors and developmental factors. Study by Dwivedi's (2005) confirmed that the students from the colleges with enriched environment had significantly better academic achievement than the students from poor institution environments. The positive and significant relationship between parental involvement and academic achievement was proved by the study of Vamadevappa (2005). Sahu and Sood (2005) found a significant relationship between students' perception of teachers' attitude towards them and their academic achievement. Study by Kingdon and Teal's (2002) revealed strong evidence that performance -related pay in the private sector impacts the student achievement positively, but no such evidence of a similar relationship in public sector colleges is found. Pada's (2002) in his study of class XII students found that all categories of colleges differed significantly from one another regarding the academic achievement of the learners. Mohan (1998) reported that achievement was highest in Navodaya Vidyalays followed by unaided institutions.

Rao and Kanth (1997) found that teachers' interaction with students, parents and elders in the community had positive effect on enrolment and regular attendance. Asthana (1993) reported that adjustment with examination and curriculum, parental encouragement, family atmosphere, lack of amenities and poverty were the prominent reasons among the college dropouts at senior basic level.

Though, some studies have probed into the College level factors of student performance while a vast majority concentrated on the external environment. Hence, this study is an attempt to identify the Quality of student participation which is a direct result of the internal factors at the higher educational institution.

Objectives of the Study

The Objective of the study is to identify the nature of student participation in teaching learning process and governance at higher educational institutions (Colleges) operated under three major types of managements.

Methodology

The study is descriptive in nature. Stratified sampling has been utilized to draw the sample from the finite universe of 25 Colleges operating under three major types of management in erstwhile Dakshina Kannada District of Karnataka. The sample has been made largely representative by selecting around 31% of the population. The Primary data was collected through self-designed questionnaire and interview schedules from the Principals/Deans of the select Colleges. The data was analyzed through Chi-square test with the help of SPSS to establish Goodness of fit of the data and to understand the strength and pattern of association of the responses.

Analysis and Discussion

Many a time, parents are unhappy with their College going children on the point of class participation. However equitable class participation does not necessarily mean that all students are expected to participate in the same way or even the same amount. Rather the goal is to make sure that students are able to participate in class in ways that will help them achieve the learning goals. Student engagement in class is greatly influenced by the Institution's internal environment in addition to many exogenous factors. The responses regarding the nature of Student participation in teaching-learning process are analyzed and presented in the following section.

● Goodness of Fit

The responses of the Principals/Deans/HODs about the quality of participation in teaching-learning process in the classroom are collected on a three point scale - Excellent, Good and Average. First the responses are processed with chi-square test for establishing the Goodness of fit of the data for further analysis.

Table 1: Test Statistics for Goodness of fit

Nature of participation in learning process	
Chiquare	15.202
Df	2
Asymp. Sig.	0.000

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 62.7.

The Chi-square value of 15.202 with a p value of 0.000 is statistically significant indicating that the obtained frequencies differ significantly from those that would be expected if all cell frequencies were equal in the population, thus establishing the Goodness of fit of the responses collected.

● Association and Patterns

After establishing the Goodness of fit, the data is tested to analyze the nature of association between the Two Categorical variables taken for the study - type of College management/administration and the nature of student participation in teaching-learning process and Governance and cross tabulated to understand the pattern of the results.

Table 2: College Management and Class Participation Cross-tabulation

Category of College Management	Nature of Student participation in learning process				
	Average/ Poor	Good	Excellent	Total	
Public Sector	count 68	41	8	117	
	Expected count	51.0	41.7	24.3	117.0
	% within category of management	58.1%	35.0%	6.8%	100.0%
	% of Total	36.2%	21.8%	4.3%	62.2%
Private aided	count 10	12	4	26	
	Expected count	11.3	9.3	5.4	26.0
	% within category of management	38.5%	46.2%	15.4%	100.0%
	% of Total	5.3%	6.4%	2.1%	13.8%
Private unaided	count 4	14	27	45	
	Expected count	19.6	16.0	9.3	45.0
	% within category of management	8.9%	31.1%	60.0%	100.0%
	% of Total	2.1%	7.4%	14.4%	23.9%
Total	count 82	67	39	188	
	Expected count	82.0	67.0	39.0	188.0
	% within category of management	43.6%	35.6%	20.7%	100.0%
	% of Total	43.6%	35.6%	20.7%	100.0%

Table 3: Chi-square Test results

Particulars	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	64.016	4	0.000
No. of valid cases	188		

The participation quality of around 35% of students in public sector is good whereas 58% was rated as average or poor while the participation of only 7% of the students were rated

as excellent. The good rating (46%) reigns major in the case of private aided colleges, while the average or poor rating declines to around 38% and the excellent participations account for about 16%. The participation quality of about 60% of the students of Private unaided institutions is rated as excellent followed by another 31% as good. The poor participants are very less (9%) in unaided colleges. The average of the entire sample for 'excellent' participation is around 21%; for 'good' about 35% and 'average or poor' accounts for the majority (44%). The student participation in the Private unaided colleges stands comparatively better than the group average. However, the same in the public sector and aided categories is much below the average statistics. Thus the private unaided category of colleges excels in motivating and maintaining good student participation in teaching-learning process to achieve better results. The results indicate a strong association between the type of institution and the quality of student participation and interactions. A highly statistically significant $\chi^2 = 64.016$ and $p = 0.000$ provides evidence that category of college management matters in nature of student participation.

Strength of Association

Table 4: Symmetric Measures

Particulars	Value	Approx. Significance
Cramer's V	0.413	0.000
No. of valid cases	188	

Cramers V is used as Post test tool to determine Strength of association after Chi-square has determined significance. The highly significant Chi-square value (64.016) implies that there is a significant relationship between variables, but it does not say just how significant and important this is. Cramers V value facilitates this additional information. In the present sample, the Cramer's V value is 0.413 and $p=0.000$ which indicates a strong association.

Conclusion :

The Statistical analysis supports the relationship as well as strength of association between the type of college Management and the nature of Student

participation in teaching-learning process, it can be concluded that the discouraging levels of Students' class participation are adversely impacting the academic achievement of the students. The management of these category of institutions obviously fail to motivate the students and attract good participation in collegiate process and thus to achieve better results in the form of learning outcomes. There might be an influence of some exogenous factors such as the Students' community background, parents' educational as well as socio-economic status, which hinder the quality of student participation. However, this may be countered by the fact that provision of the service is free of cost and supported by the Government whereas the same in case of unaided colleges is paid. But, this doesn't stand as an excuse for the failure. Hence the educational bureaucracy and the College management are suggested to put more efforts for motivating the students for better class participation to ensure better results.

Student participation cannot be a tokenistic form of legitimizing policies and decisions. Furthermore, participation should not be limited by any criteria such as academic performance, age, gender, race, religion or sexual orientation. Additionally, student representation must not have any negative consequences for representatives, such as on educational performance. Being a student is more than just learning and collecting knowledge; it is about personal and collective development, creating a better society and a better future.



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