Journal Publication of International Research for Engineering and Management (JOIREM)
Volume: 04 Issue: 09 | Sep-2026
ISSN (O) 3107-6696

IMPACT OF ADMINISTRATIVE SKILLS OF SECONDARY SCHOOL TEACHERS ON THEIR TEACHING COMPETENCY

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Abstract: In this paper research find out Impact of administrative skills of secondary school teachers on their teaching competency. Sample of the study 100 teachers of Indore city 50 male teachers 50 female teachers and findings of the research was impact did not shows of administrative skills on teaching competency.

Key Words: administrative skills

1. INTRODUCTION

Impact of Administrative Skills of Secondary School Teachers on Their Teaching Competency. Administrative skills play a crucial role in shaping the teaching competency of secondary school teachers. These skills are not only essential for managing academic and non-academic activities but also significantly enhance the overall effectiveness of teaching. Below is a detailed analysis of how administrative skills impact teaching competency.

2 ADMINISTRATIVE SKILLS

The term "administration" can refer to a variety of different things, depending on the context in which it is used. Generally, an administration refers to the process or activity of managing or overseeing the operation of an organization, government, or institution. This can include tasks such as setting policies, making decisions, allocating resources, coordinating activities, and overseeing personnel.

EDUCATIONAL ADMINISTRATION

Educational administration refers to the processes, policies, and people involved in managing educational institutions, ensuring they run effectively and meet their goals. This area of administration encompasses various roles and responsibilities related to planning, organizing, directing, and evaluating the educational system, typically in schools, colleges, and universities. Educational administrators are responsible for creating a positive environment where teaching and learning can thrive, setting policies, managing budgets, overseeing staff, and ensuring that educational standards are met.

ADMINISTRATIVE SKILLS OF MODERN SCHOOL ADMINISTRATORS.

Modern school administrators need a diverse set of administrative skills to manage complex educational environments effectively. Key skills include:

1. Time Management Skills

1. **Efficient Lesson Planning**: Administrative skills help teachers schedule their lessons in a manner that aligns with the academic calendar. They can allocate time for each topic, ensuring syllabus completion without overburdening students.
2. **Balancing Multiple Responsibilities:** Teachers manage various tasks, such as lesson delivery,

grading assignments, and participating in extracurricular activities. Strong time management skills ensure these are handled efficiently, leading to better teaching outcomes.

3. **Minimizing Wastage of Time:** Teachers who can prioritize tasks avoid unnecessary delays in lesson delivery, which ensures productive classroom hours.

1. **Record-Keeping:** Proper maintenance of student records, attendance, grades, and behavior logs ensures teachers are well-informed about individual student needs and progress.
2. **Resource Management**: Teachers with good organizational skills effectively utilize teaching aids, classroom materials, and technological resources, leading to a more interactive and engaging teaching experience.
3. **Planning for Assessment:** Effective organization aids in the systematic scheduling of exams, quizzes, and evaluations, helping teachers and students stay on track.

3. Classroom Management

1. **Discipline and Order**: Administrative skills enable teachers to establish clear rules and routines that promote discipline and minimize disruptions.
2. **Conflict Resolution:** Teachers with strong administrative abilities are better equipped to handle conflicts among students, ensuring a harmonious learning environment.
3. **Creating a Conducive Learning Environment:** Organized classrooms foster better concentration and participation, directly impacting student learning outcomes.

4. Communication Skills

1. **Effective Lesson Delivery:** Teachers who communicate clearly and concisely can present complex concepts in a way that students can easily understand.
2. **Parent-Teacher Interaction:** Administrative skills help in effectively communicating student progress, strengths, and areas for improvement to parents.
3. **Collaboration with Colleagues:** Teachers with strong communication skills work better in teams, sharing ideas and strategies that enhance overall teaching quality.

5. Curriculum Management

1. **Adherence to Guidelines:** Teachers with administrative expertise interpret curriculum objectives and design lesson plans that align with institutional and governmental educational standards.
2. **Adaptability to Changes:** Strong administrative skills allow teachers to quickly adapt to changes in curriculum or policy, maintaining teaching efficiency.
3. **Innovative Teaching Methods:** Organizational skills often include the ability to introduce innovative techniques like project-based learning, flipped classrooms, and the integration of technology into lessons.

6. Decision-Making and Problem-Solving Skills

1. **Handling Student Needs:** Teachers with administrative skills can quickly identify and address the academic or behavioral needs of

students, ensuring that every learner gets the required support.

2. **Crisis Management:** Teachers may face unexpected challenges, such as technical issues in a presentation or disruptions during lessons. Strong problem-solving skills ensure such challenges are handled without compromising teaching quality.
3. **Improving Learning Outcomes:** Decision-making skills enable teachers to choose the best instructional strategies, ensuring maximum student engagement and understanding.

7. Leadership Skills

1. **Mentoring and Guiding Students:** Teachers with leadership skills act as mentors, inspiring students to achieve academic and personal goals.
2. **Team Leadership:** They often take the lead in organizing school events, managing committees, or developing school policies, which enhances their competency in managing both teaching and administrative tasks.
3. **Building a Positive Culture:** Leadership-driven teachers create an inclusive and positive classroom environment that promotes student participation and collaboration.

8. Technological Proficiency

1. **Integration of Technology:** Administrative skills often include familiarity with educational tools and software, which allows teachers to use technology to enhance lesson delivery.
2. **Managing Online Platforms:** In modern education, teachers often manage learning management systems (LMS) and communication tools, requiring administrative proficiency.
3. **Tracking Performance:** Technology also aids in analyzing student performance data, which informs teaching strategies.

9. Impact on Student Learning

1. **Individual Attention:** Teachers with administrative skills can better manage large class sizes and provide individual attention to students who need it.
2. **Motivation and Engagement:** Efficient classroom management and innovative teaching methods keep students motivated and engaged, resulting in improved learning outcomes.
3. **Fair Evaluation:** Teachers with strong organizational skills ensure that assessments are unbiased and reflective of student performance.

10. Professional Growth and Development

1. **Self-Reflection:** Administrative skills enable teachers to reflect on their teaching methods, identify areas for improvement, and take corrective action.
2. **Career Advancement:** Teachers with demonstrated administrative competency are often considered for leadership roles, such as department heads or school administrators.
3. **Professional Training:** Teachers can utilize administrative skills to participate in and organize professional development programs, staying updated with the latest teaching practices.

Objectives

1. To find correlation between administrative skills and teaching competency of male teacher.
2. To find correlation between administrative skills and teaching competency of female teacher.
3. To find correlation between administrative skills and teaching competency of teachers.

Hypotheses

1. There is no significant correlation between administrative skills and teaching competency of male teacher.
2. There is no significant correlation between administrative skills and teaching competency of female teachers.
3. There is no significant correlation between administrative skills and teaching competency of secondary school teachers.

SAMPLE

Research took 100 teachers of secondary school of CBSE and mp board school of Indore city.

Details of School

Sr no	School name	Female teachers	Male teachers	Total
1.	Ascent public school	3	3	6
2.	Badri higher secondary school	2	1	3
3.	N.M. Academy	6	3	9
4.	Mount litra zee school	1		1
5.	Life line Hr. Sec. School	3	4	7
6.	Dastak public School	14	12	26
7.	Begum khan bahadur School	3	1	4
8.	St. Umar Hr. Sec. School	3	2	5
9.	Anand Hr. Sec. School	1		1
10.	St. Peter Hr. Sec. School	1		1
11.	Indore convent School	1		1
12.	Blue Star Public School	1		1
13.	Pakiza Public School	1		1
14.	Tirathbai kalachand School	1		1
15.	Golden International School	1		1
16.	Sanmati Vidhyalaya	1		1
17.	Delhi International School	1	8	9
18.	Vedant Hr. Sec. School	1	1	2

19.	Angel Home School	1		1
20.	Govt. Urdu School	1	1	2
21	St. Mira Sr. Sec. School	1		1
22.	I.K. Academy	1	3	4
23.	St. Joseph convent School	1		1
24.	Chameli devi public School		2	2
25.	Kothari Institute		1	1
26.	Devi Ahilya Vidhyalaya		1	1
27	R.K daga Maheshwari School		7	
	Total	**50**	**50**	**100**

TOOLS

Research took the following scale.

Description of tools:

Sr.No.	TOOLS NAME	DEVELOPER
1	**Teacher's participation in school administrations**	Dr. Haseen Taj
2	**Classroom Teaching Competency Scale**	Dr. Surendra kumar Tiwari Dr. Sangeeta Ranadive

ANALYSIS

CORRELATION COEFFICIENT BETWEEN ADMINISTRATION SKILLS AND TEACHING COMPETENCY OF MALE TACHERS

Table

Variable	Administration skills	Remark
Teaching competency	.259	p>.05

From table it is evident that the correlation Coefficient is .259 which is not significant 0.05 level with df =30 it reflects that positive but not significantly correlate. Thus, the null hypothesis there is no significant correlation between administrative skills and teaching competency of secondary schools' male teachers of Indore city teachers are not rejected. So, there is no correlation between administration skills and teaching competency of male teachers.

CORRELATION COEFFICIENT BETWEEN ADMINISTRATION SKILLS AND TEACHING COMPETENCY OF FEMALE TEACHERS

Variable	administration skills	remark
Teaching competency	-.048	p>.05

From table 4.6 it is evident that the correlation Coefficient is.-.048which is negative and not significant 0.05 level with df =44.it reflects that negative but not significant correlate. Thus, the null hypothesis there is no significant correlation between administration skills and

teaching competency of secondary schools' female teachers of Indore city teachers not rejected. So, there is no correlation between administration skills and teaching competency of female teachers.

CORRELATION BETWEEN ADMINISTRATION SKILLS AND CLASSROOM TEACHING COMPETENCY OF SECONDARY SCHOOLS TEACHERS OF INDORE CITY

Table

Variable	Administration skills	remark
Teaching competency	.074	p>.05

From table it is evident that the correlation Coefficient is .074 which is positive and not significant 0.05 level with df =74 it reflects that positive but not significant corelate. Thus, the null hypothesis there is no significant correlation between administration skills and teaching competency of secondary schools' teachers of Indore city teachers not rejected. So, there is no correlation between administration skills and teaching competency.

FINDINGS OF THE PRESENT STUDY

1. The null hypothesis there is no significant correlation between administrative skills and teaching competency of secondary schools' male teachers of Indore city teachers are not rejected. So, there is no correlation between administration skills and teaching competency of male teachers.

2. The null hypothesis there is no significant correlation between administration skills and teaching competency of secondary schools' female teachers of Indore city teachers not rejected. So, there is no correlation between administration skills and teaching competency of female teachers.

3. The null hypothesis there is no significant correlation between administration skills and teaching competency of secondary schools' teachers of Indore city teachers not rejected. So, there is no correlation between administration skills and teaching competency.

Conclusion

Competent administrative skills enable educators to effectively source, organize, and integrate digital tools, laboratory equipment, and educational media into their curricula, enriching the overall student learning experience. Proficiency in administrative tasks ensures precise tracking of student performance metrics, attendance, and continuous comprehensive evaluations, giving teachers actionable data to tailor their pedagogical approaches Administrative competence fosters smoother communication with school leadership, parent-teacher associations, and colleagues, creating a supportive ecosystem that bolsters professional growth and instructional morale By mastering organizational and time-management workflows, teachers minimize administrative friction and cognitive overload, freeing up mental bandwidth to focus entirely on innovative teaching strategies and student engagement.

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