



# INFLUENCE OF SCHOOL MANAGEMENT ON ACADEMIC ACHIEVEMENTS AND SOFT SKILLS OF SECONDARY STUDENTS

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**Abstract:** The present study investigates the impact of school management on the academic achievements subject wise, average and soft skills of secondary school students. The place of School management in performance of the students and overall healthy functioning of the school is highly efficacious. It carves the desired learning environment, institutional culture, and all round development of students. An effort has been made to examine the influence of school management on academic performance and soft skills of the students of secondary level. 200 students from class eighth and ninth standard out of randomly selected schools formed the sample. Data were collected using standardised tools. The subject scores of English, Hindi, Maths, Science and Social studies were taken under academic performance. Mean, standard deviation and ANOVA were employed to analyse the data. It was revealed that the levels of management i.e. high, moderated and inadequate have got significant influence on average performance and academic subjects individually including soft skills of the students. The study has been concluded with its educational and administrative implications.

**Keywords:** School Management, Academic Achievement, Soft Skills, Secondary Students

## Introduction

Schools are the formal agencies to bring about the desired changes in the society. A nation can only achieve requisite progress and prosper if it has got an effective school functioning. The management of a school has become a very complex process as it possesses varied component to be taken care and to be managed. School management can be understood as running a school as per the educational policies. Management of a school goes through the process of planning, organizing, and controlling its activities. Its functioning involves the processes and methods to run the institution effectively and efficiently, i.e. managing staff, students, resources, curriculum, facilities, and overall operations to achieve educational goals, taking into account the aspects like student discipline, teacher performance, parent engagement, and creating conducive learning environment.

## School Management

School management is the process of managing the schools through theories and practises of modern management by its objectives of long term and short terms. Organizing and administering a school to achieve its educational objectives by efficiently using resources like staff, finances, and facilities.

## Soft Skills

Soft skills are individual traits, personality factors and skills (like communication, teamwork, and leadership) that facilitate the efficiency of work and interact with others contrasting with technical "hard skills". Soft skills development for students involves cultivating essential personal attributes like communication, critical thinking, teamwork, adaptability, and emotional intelligence, crucial for academic

success, better relationships, and future career readiness, often taught through interactive methods like debates, project-based learning, goal-setting, and reflective practices in a supportive environment.

### **Academic Performance**

An extent to which a student, teacher or institution achieves their educational goals. It is usually measured in terms of knowledge acquisition, skill development and mastery of learning objectives in a particular subject or curriculum. The one of the key goals of school function is to achieve academic standard in terms of academic achievements by the students and excel in their scores individually and overall.

### **Significance of study**

Management of educational institutions help to maintain good relationship between all the human factors as well as managing information where individuals are involved in the process of education. Majid,et.al. (2012) found that a majority of the respondents realised that the soft skills were useful for social interaction as well as for career advancement. Kumar,et.al. (2022) studied that Soft skills are very important for students, both in terms of their education and in terms of their future professions. Adeyemo (2012) concluded that effective classroom management skills or techniques have strong and positive influence on student achievement in physics.

### **Literature Review**

Mergoni (2026) studied the influence of School principals' management on school efficiency: Evidence from Italian schools. The analysis of data from a nationally representative sample of 8th grade students in Italian schools showed that principals' practices, as well as the ways in which these practices interact, play a significant role in shaping school efficiency, particularly by promoting a positive and supportive school climate. Talekar and Yevate (2025) studied on school management in terms of performance of students. Positive aspects impacts revealed interms of better management and performance. Onyeagba,et.al. (2025) studied predictive power of school management practices, vocation skills and counselling services on students' academic achievement. The study concluded that management factors are predictors of academic achievement in secondary schools. Lameck,et.al. (2025) investigated the challenges facing school management and teachers in improving quality education in secondary schools in Mbeya urban district. According to them, the quality of education significantly influences students' overall growth and future achievement. According to the study's findings, school administrators and instructors in Mbeya Urban district continue to face several difficulties despite government initiatives to raise educational standards. Hidayah, et.al. (2024) analysed 25 research articles from Scopus-indexed journals published between 2018 and 2024. The review suggested that successful implementation requires a holistic approach integrating adaptive curriculum development, instructor capacity building, industry collaboration, and innovative teaching methods. Ahmad, et.al. (2019) studied the influence of support from the school culture and classroom environment in improving soft skills amongst students. Analysis corroborated that the school culture and classroom environment contributed to the development of soft skills. George, et.al. (2017) investigated on effective classroom management and Students' academic performance in secondary schools. The significant result was noticed on classroom management and performance of students. Back, et.al. (2016) studied classroom management and academic achievement. Academic achievement was accounted for over time, classroom management and staff relations contributed positively to school climate, and climate in turn contributed to academic achievement. Nzoka and Orodho (2014) studied and analyzed the strategies school managers apply to improve academic performance of students in schools under free day secondary school education in Embu District, Embu County, Kenya. It was established that school managers used various strategies to improve students' academic performance. Kuş (2025) studied a meta-analysis of the impact of technology related factors on students' academic performance. It was concluded that increased use of technologies was associated with poorer academic outcomes, potentially impacting key cognitive skills essential for academic success. Koçdar, et.al. (2025) studied academic performance of learners with special needs in open and distance learning. This research provides pivotal insights into the effectiveness of open and distance learning for learners with special needs, emphasising the role of digital learning platforms in enhancing their academic journey. Meng, et.al. (2025) explored the digital growth mindset and academic performance of business students in China: The role of gender, found that digital growth mindset had a positive influence on the academic performance of business students. As per Fayda- Kinik, et.al. (2025) research, it was identified that significance of considering student- school, and country-level factors for high, above-average, below-average, and low achievers to comprehensively understand the role of ICT attitudes in shaping educational outcomes. Nurhayati (2025) studied the School-Based Management Approach in

Improving Academic Performance. The result was quite encouraging for new generation. Urruticoechea, et.al. (2025) found that females perform better in reading and males in mathematics. Self-efficacy is the strongest predictor of performance in both areas. Shah, et.al. (2025) investigated the influences of time management on student's academic performance. Positive relationship between time management and the undergraduate academic success was revealed. Çelik, et.al. (2025) analysed the effect of cooperative learning on academic performances and computational thinking skills in the computational problem-solving approach. No significant difference between groups of different structure observed. Soft skills are abilities under personal and non-technical domain that impacts how an individual work and interact with others. According to Adeoye (2025), Keng (2024), Basterra, et.al. (2025) and Ahmad, et. al. (2019), soft skills are positively associated with academic outcomes and other inter personal activities. Andersen (2008), Di Liberto et.al. (2015), Lemos, et.al. (2024) established that school management is intimately related to achieve goals of schools.

### Research Question

1. Is there any relationship between school management and academic performance of secondary students?
2. Are soft skills of secondary school students affected by school management?

### Objective

1. To study the school management and its relationship with academic performance and soft skills.
2. To study the soft skills of secondary students in association with school management.

### Hypothesis

Following are the null hypotheses.

- H1 - There is no significant difference among the academic achievements of secondary students of schools having high, moderate and inadequate levels of managements.
- H2 - There is no significant difference among the overall academic achievements of secondary students of schools having high, moderate and inadequate levels of managements.
- H3 - There is no significant difference among the soft skills of secondary students of schools having high, moderate and inadequate levels of managements.

### Variables

#### 1. Dependant Variable

'Academic Performance' and 'Soft Skills' including its components are the dependent variables.

#### 2. Independent Variable

School Management is taken as independent variables.

### Tools Used

A tool on school management, School Management Rating Scale (SMRS) five-point tool was developed to collect data on school management covering areas; Academic Management, Teaching Quality, Student Support, Infrastructure & Facilities and Administration & Communication. Whereas to collect data on soft skills, five point standardized and reliable tool was developed covering the areas; Communication, Team work, Confidence, Stress Bearing, Decision ability, critical analysis, Self-Control, Leadership, Resolution, Problem solving, Time value, Adaptability, Resilience, Relationship and Innovativeness. For the academic performance, average scores of five subjects; English, Hindi, Science, Mathematics and Social Science were considered.

### Sample

Four school functioning under private and semi Government administration were randomly selected from Nagpur area in Maharashtra. 200 students from class eight and nine standard formed the subject sample.

### Analysis

**Hypothesis 1:** There is no significant difference among the academic achievements of secondary students of schools having high, moderate and inadequate levels of managements.

**Table 1:** ANOVA for academic achievements of students and School Management

Academic Achievement	Levels of School Management			F	p-value	Sign
	High	Moderate	Inadequate			
English	41.04a (10.00)	37.82a (5.89)	31.57b (8.11)	8.90	0.000*	Sign
Hindi	38.65a (11.40)	37.82a (5.89)	36.93a (8.00)	0.28	0.753	NS
Maths	41.43a (8.75)	36.93b (6.98)	34.57b (7.82)	4.94	0.008*	Sign
Science	38.48a (10.25)	36.75a (6.52)	30.36b (5.85)	6.42	0.002*	Sign
Social Studies	38.65a (11.40)	37.93a (6.69)	37.18a (7.57)	0.43	0.650	NS

Outside bracket mean value and inside S.D., \* 1% sign. Different alphabets (a, b) Sign, same alphabets (a, a or b, b) non-sign

From the above table, it is evident that in subjects English, Maths and Science there are significant differences among levels of school management and academic achievements in these subjects, hence null hypothesis is rejected for these subjects and alternate hypothesis is accepted. Whereas, for Hindi and Social Studies no significant differences exists therefore null hypothesis is retained.

**Hypothesis 2:** There is no significant difference among the overall academic achievements of secondary students of schools having high, moderate and inadequate levels of managements.

**Table 2:** ANOVA for overall academic achievements of students and School Management

Academic Achievement	Levels of School Management			F	p-value	Sign
	High	Moderate	Inadequate			
Average	39.65a (9.03)	37.30ab (5.89)	34.27b (5.08)	3.25	0.041*	Sign

Outside bracket mean value and inside S.D., \* 5% sign. Different alphabets (a, b) Sign, same alphabets (a, a or b, b or ab) non-sign

From the Table-2, it is clear that there is significant difference between average academic achievement of students and levels of school management, hence the null hypothesis is rejected and alternate hypothesis is accepted.

**Hypothesis 3:** There is no significant difference among the soft skills of secondary students of schools having high, moderate and inadequate levels of managements.

**Table 3:** ANOVA for soft skills of students and School Management

Achievement	Levels of School Management			F	p-value	Sign
	High	Moderate	Inadequate			
Soft Skills	57.7a (7.88)	52.71ab (9.85)	49.71b (14.04)	3.37	0.037	Sign

Outside bracket mean value and inside S.D., \* 5% sign. Different alphabets (a, b) Sign, same alphabets (a, a or b, b or ab) non-sign

From the above Table-3, it is evident that there is significant difference between soft skills of the students and levels of school management, hence the null hypothesis is rejected and alternate hypothesis is accepted.

### Discussion

The result of the analysis shows that academic achievements in English of students from high & inadequate and moderate & inadequate levels of school management are significantly different whereas between high and moderate levels no significant difference exists in the subject. Similarly, for Maths, high to moderate and high to inadequate levels maths scores differ significantly but no difference found between moderate and inadequate levels of school management. In Science, high to inadequate and moderate to inadequate levels of school management differences exist but no significant difference noticed between high and moderate levels of school management in their subject achievements. However, for Hindi and Social Studies levels of school management have no influence over these subjects. Overall academic achievement comprising of these five subjects together of students, significant differences lie under high and inadequate levels of school management and for the soft skills of the students also, similar findings established. It shows that Hindi and Social subjects remain uninfluenced by strength of school management but other three subjects including overall scores are taken care and have got bearing on school management. Consequently, we can say that these three subjects and soft skills of the students are focus areas for the overall administration and management of the schools.

### Implications

The present study has important implications and facts to consider for the smooth functioning of school. The strengthening School Management Practices to be improved by improving teacher's contribution and their professional development. Further, teaching & learning environment to be enhanced adequately. There is also need to integrate Soft skills into the curriculum and co curriculum activities. The school management to be strengthen in the areas; Academic Management, Teaching Quality, Student Support, Infrastructure & Facilities and Administration & Communication. These areas have been factors in the study. Evidently it can be inferred that the school management has got eyes on the key subjects to improve. The inadequately managed schools are evidently marginalising not only the administrative function but also having influence on academic performance and teaching learning process as a whole. The study is worth to the policy and planning in school administration and supervision.

### Conclusion

The academic achievements and development of soft skills among students at secondary level are very important and key goals of every school to meet. The present investigation establishes that role of school management is crucial in shaping and achieving these objectives. The management of every school is thus desired to practice hard for maintaining its high level of functioning with effective review and assessment mechanism. The school management can also include the languages and Social studies in their agenda for consideration. The management has to evolve the system to cover and monitor marginalised subjects in teaching and learning.

### Suggestions for Further Studies

1. The study was delimited to small sample; it can be extended for the larger population and sample.

2. The research can be undertaken for other statistical parameters such as Amos, correlation and Regression and factors analysis so that underlying factors could be revealed in details.

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