
NEWSLETTER

Can Teacher Participation in School Governance Improve Student Academic Performance?

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THIS study published in *Modern Education Management* uses the data of 9,841 students from the Program for International Student Assessment (PISA) 2015 in four provincial administrative regions of China as sample to analyze the impact of teacher participation in school governance on student academic performance. Since there are significant differences in student academic performance among various schools, the multi-layer regression model is adopted to address the question “whether teacher participation in school governance can improve student academic performance”. The findings are as follows.

- Teacher participation in school governance significantly affects student academic performance. The results of the two-layer regression model show that raising teacher participation level is conducive to improving students’ overall academic results. It means that teacher participation in school governance has a positive effect on school education quality. Besides, high level of teacher competence as well as adequate school education resources and teacher supply positively affects student academic performance.
- Teacher participation in personnel and curriculum management can effectively improve student academic achievement. Descriptive statistics show that Chinese teachers engage intensively in curriculum-related decision-making but have a low participation in personnel and financial management. The results of the two-layer regression model indicate that teacher participation in both personnel and curriculum management can significantly promote student academic performance, indicating that the clarification of teachers' rights in school affair administration is beneficial to improving the quality of teacher participation, thus promoting student academic progress.
- High competence of teachers can significantly enhance student academic performance. The results of empirical research show that the regression coefficient of the interaction term between teachers' competence and teacher participation is positive (a positive coefficient of

interaction term means the effect of independent variables on dependent variables increases with strengthened moderating variables). In addition, the coefficient of interaction term between teacher competence and teacher participation in teaching administration is also significantly positive, which demonstrates that participation of high competence teachers in student assessment, student discipline, and other affairs can effectively improve student academic performance.

Based on the research results, the study suggests that schools should integrate the theory of Good Governance and the idea of co-governance into school internal administration. Besides, schools should optimize the mechanism to encourage teacher participation in school governance and implement law-abiding school governance. Meanwhile, teachers should increase their awareness of pro-active participation in school governance and place a premium on professional development in order to enhance the quality of their participation and to promote student academic progress.

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