

TEACHERS' PARTICIPATION IN SCHOOL ADMINISTRATION AT ELEMENTARY SCHOOLS OF PUNJAB

Muhammad Imran Yousuf¹, Qaisara Parveen², Muhammad Arshad Dahar³

Division of Continuing Education,
PMAS Arid Agriculture University, Rawalpindi.
PAKISTAN.

¹ dr.imran@uaar.edu.pk, ² qaisarach@yahoo.com, ³ drarshad1969@uaar.edu.pk

ABSTRACT

Teachers' role in school administration is vital component, their general duty is the classroom instruction but aside their main teaching schedule teachers have to perform many other duties to support the administrative process of school. These duties are changed with the passage of time, place and management. The successful working of school depends upon the administration for which there should be suitable environment for teachers' participation in it. This participation can influence the administrative functions of school. This paper explores the levels of teachers' participation in school administration in Pakistani perspectives. The participative aspects were delimited to participation in administrative affairs, decision making, supervisory duties and school community relations. The study was designed on descriptive survey research, targeting the population all teachers in public sector Elementary schools of Punjab Province (Pakistan). The stratified random sampling technique was used to select a sample of 200 Elementary school teachers from five different districts of the province. Questionnaire titled teachers' administrative participation questionnaire (TAPQ) designed by the researchers on five points Likert's scale. This paper provides critical insight for educators to make positive role of teachers' participation in school administration.

Keywords: Teacher participation, supervisory duties, school management, Elementary school

INTRODUCTION

The most important duty of the teacher is classroom instruction along with other duties which the teacher performs, such as managing the pupils, looking after instructional supplies, directing out of class activities of pupils, caring for school facilities, participating in the planning of expenditure, keeping records, making reports and cultivating wholesome relations with the community are usually regarded as entirely incidental to the major responsibility of instruction. Such duties challenge the management skill of the teacher. Scientific manpower training is considered a national concern and teachers must be trained as per field requirements (Yousuf, 2011). Educational administration deals with the process of validating purposes and allocating resources to achieve the maximum attainment of purposes with the minimum allocation of resources it includes the aspects of management of material equipment, management of School Plant, management of human equipment and management of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities (Shahid, 2000).

The heads of educational institutions usually practice absolute power and determine what takes place in their institutions. But in many cases such power is shared with the faculty/teachers and other functionaries of the institution. In fact, every staff member of an educational institution has the right to participate in the making of decisions that affect him.

Such collaborative decision making is necessary because of the very nature of educational institutions. Such sharing power, however, should not lead to decreased organizational effectiveness. But the increased influence of those in the lower echeloned need not necessarily reduce the control of administrators higher up in the educational institutions or organizations. Consensus decision making can increase a group's effectiveness both by enhancing the quality of its problem solving and commitment to implementing its decision. It can be especially effective when a group faces complex issues with many alternative sub tasks, when the elements of the issue are not easily conceptualized, and, it particular, when efficient execution of decision depends on continued coordinating and interaction of a number of staff members (Zaki, 1988).

Teachers are satisfied and motivated with the participation in educational management. They are very keen and much interested to accept the responsibilities. Their satisfaction is related directly to the extent that they participate in decision making as individuals or in groups (Campbell and Gregg, 1957). The involvement of teachers in educational management is accepted by most people as a sine qua non. The contribution of teachers is usually extremely valuable. They are able to make other members of the management bodies and committees more aware of the problems and opportunities in education. At the same time they aid communication between students and management. Further it is possible that the greater understanding of teachers leads, because of their close contact with parents, to a greater understanding by parents and the general public (Zaki, 1988). Teachers want to accept responsibilities for decision making, particularly when these decisions relate to instruction and curriculum. The percentage of teachers reporting a desire for participation was, however, considerably larger than the percentage reporting participation. On the other hand, the teachers reported that the superintendents and the boards of education participated to a greater extent in the deciding of instructional matters that the teachers believed they should (Campbell and Gregg, 1957).

The teacher has many responsibilities other than teaching like review subject matters, prepare lesson plans, some of which must be reviewed by as administrator, correct and grade papers, make report cards, sometimes perform menial tasks, supervise lunch rooms, police hallways, and chaperone students, keep elaborate student attendance records, make written reports to counselors, call parents by telephone and send letters to parents, keep current in their field of specialization, teach in a context of physical violence in the halls, parking lots, and even the classrooms, engage in curriculum planning, arrange for guest speakers, collect money for various funds, represent the school at community meetings, sponsor plays, concerts, and assembled hold parent conferences.

A teacher has to organize the various activities and programmes for which he is responsible. He has to make the proper seating arrangement, arrange the audio-visual aids and organize the instructional work. He has to supervise the co-curricular activities and help and guide them in proper selection. He has also to supervise the boarders (Kochhar, 1993). In some schools, the headmaster assigns some supervisory duties to teachers, who are responsible for that duty. According to Sarwar (1991) some of these duties are supervision of assembly, literary society; supervision of student functions; supervision of funds, fee and fines; supervision of discipline and punctuality as day master; supervision of games and sports; supervision of hostel; supervision of library, reading room; supervision of records and registers; supervision of stores; supervision of first aid and supervision of workers.

A skilled disciplinarian teacher integrates character and education into every learning situation (Hume, 1990). Teachers are responsible for classroom discipline as well as school discipline. They should be able to obtain it without outside help. Though all discipline

problems cannot be prevented, yet most of them will not arise in the class room of intelligent, hardworking teachers who plan their work effectively, motivate their students skillfully and provide a friendly climate.

When youngsters feel good about school and their parents believe that they are doing well, there is a tendency for schools in a community to be seen as doing a good job. But when parents are dissatisfied, their attitudes can affect the general perspective of a community toward education in a negative way. Consequently, there is a clear personal and professional interest for teacher in maintaining sound relationship with parents. Time directed toward promoting parental goodwill can produce the kind of supportive environment for teachers that makes going to work a pleasure. Clearly these kinds of public relations effects are almost worthwhile undertaking for classroom teachers in Elementary school (Armstrong, 1983).

The teacher has full responsibility for the day time care of children approximately for the nine or ten months out of each year. Important and significant experiences take place during this time. Parents ought to be informed about them quantitatively and qualitatively. School reports should not only report child progress but also assist in establishing cordial parent teacher relationship (Kochhar, 1993).

Most Elementary school teachers will have occasion to be involved in evaluations of their own courses, courses in their department, and perhaps the entire school program. A number of teacher responsibilities exist in this area. At one level, teachers are involved in assessing the impact of their own instructional programs. This involves systematic efforts to determine whether youngsters are meeting establish course objectives. Some review, too, occurs in terms of whether selected objectives are appropriate. It is likely that the amount of time teachers spend evaluating the contents their instructional program will be increasing the years ahead (Armstrong, 1983).

Evaluation of pupils is not a one-man job and also not one way job. It must be done in co-operation with other teachers the children, parents, principals because all have a stake in the programme. The teachers and the pupils being the co-partners, share in the clarification of purposes and in the use of various techniques of evaluation. Parents should become invalid in the discussion of goals, the clarification of goals in terms of the hopes they for the children. Principals must co-operate in the programme in order to give it balanced direction and systematic consideration. Unless a programme is co-operatively planned and co-operatively operated, it will not yield maximum returns (Kochhar, 1993).

Teacher should be able to approach the task of evaluation objectively, select suitable evaluation techniques, construct and administer standardized tests, analyze results and integrate the evaluative process into the total process of teaching (Hicks, 1960). Schools and teachers are required to maintain precise and systematic records of any and all formal actions that may be taken on behalf of or used as a rational for establishing and/or grading student performances, records of attendance, health, grades, addresses, test scores, and the like; access to said records is limited to the school authorities who possess a need to know, parents (with respect to minors), and the student. From these records, the educational progress and needs of particular localities, and even of the state as a whole, can be judged (Kochhar, 1993). Records must be kept of any and all inquiries into a student's record. In order to properly handle freedom of information requests, a school should officially appoint a freedom of information officer and an alternate, with specific responsibility to handle all requests for student records (Quina, 1989).

METHOD AND PROCEDURE

The major purpose of the study was to know the teachers' involvement in school management. The method and procedure adopted for the conduct of the study was as follows:

OBJECTIVES OF THE STUDY

The main objective of the study was to know how the teachers' observations about their involvement in following aspects:

1. Direct participation at individual level
2. Consultative participation
3. Supervisory duties
4. Representative participation

SIGNIFICANCE OF THE STUDY

The study is significant because it may help to know the administrative tasks, the teachers perform in schools. The study shows the status of teachers' thought about participation and involvement in educational management and administration.

RESEARCH METHODOLOGY

The target population was all the teachers of public sector schools of Punjab Province at Pakistan. Punjab is the main province of Pakistan and contains both public sector and private sector school system. A stratified random sample from five districts was selected in such a way that eight schools (four girls and four boys' schools) from each district were selected randomly. In this way the sample comprised of 200 elementary teachers.

As the study was descriptive in nature, so the questionnaire was used as a tool of research. A questionnaire entitled 'teachers' administrative participation questionnaire' (TAPQ) was developed after review of related literature and experts' opinion. The face and content validity of the instrument were certified by experts in educational administration. The reliability of the instrument was established using test-retest method.

RESULTS AND CONCLUSIONS

A few teachers were included in various committees to support administrative affairs of school. A small number of teachers were consulted for monetary matters. Teachers' participation in office management was not found obvious. There are also some teachers who are not given a chance to maintain the punctuality among pupils. About half of the respondents reported that teachers could not participate in school personnel management fully. Teachers reported that powers were not delegated for decision making.

Only a small number of teachers were given participation in sponsoring and ordering the morning assembly. A small number of teachers participate in the development of budget. Teachers were not consulted in admission criteria, respondents also reported that they were not given participation in student promotion criteria.

A limited number of teachers were nominated to represent the school at social gathering. There were a few teachers who showed participation in sponsoring and arranging for guest speakers and visitors. Teachers were not consulted in opinion for notes to parents. A few teachers participate in school community relation to utilize community leadership for the development of school programs.

More than half of the teachers showed teachers' participation in curriculum planning. Almost three fourth of the teachers accepted their participation in time table management. A

significant number of teachers have participation in date sheet preparation. There is a big majority viewing that the teachers are given participation in maintaining attendance report. More than three fourth of teachers have viewed the teachers to participate in maintaining results register.

A sufficient number of teachers participate in evaluation of school programs. A significant number of teachers have the chance to supervise Red Cross and Union Funds. Half of the sample persons declare that teachers have supervision at stores, while remaining are split into some about equal number for partially supervision and no supervision.

Three fourth of the respondents accepted that teachers have the supervision in record keeping. A majority of teachers expect one-tenth show that the teachers supervise the various societies. A sufficient number but not a big majority of teachers supervise the boarders/hostel. There are a reasonable number of teachers who have supervision at library. Co-curricular activities are supervised by a sufficient number of teachers. A sufficient number of teachers help in arranging the meeting of parents.

RECOMMENDATIONS

Powers should be delegated to teachers properly, providing more participation opportunities in desirable decision making activities. All the teachers should be included in various committees to support administrative affairs of school. Teachers should be provided more chances to participate in curriculum planning, office management and time table management. There should be more opportunities for teachers to participate in monetary matters, maintaining attendance report and results registers, as well as date sheet preparation.

Maintaining punctuality among pupils and ordering the morning assembly should be the responsibility of all the teachers turn by turn. All concerned teachers should be consulted while setting student admission criteria and student promotion criteria. More teachers should be given chances to participate in school personnel management and budget development. There should be more participation of teachers in the evaluation of school programs.

There should be more participation of teachers at Red Cross and Union Funds stores, record keeping and various societies at school. Steps should be taken to provide more effective participation of teachers at library and hostels supervision. Head teachers should organize co-curricular activities in this way that every teacher may become responsible for some related activity.

Parents meetings should be organized more properly. All the teachers should have a chance to express their opinion while writing notes to parents. Teachers should be provided more chances to represent their school at social gathering. More opportunities may be provided for the teachers to communicate with the community members.

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