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Evaluative study of the effectiveness of the administrative performance of the head teachers at primary level in

District Karak

(Khyber Pukhtunkhwa) Pakistan

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Abstract

The study was conducted to investigate the effectiveness of the administrative performance of the head teachers at primary level in District Karak. The main objectives of the study were; to evaluate the administrative performance of the head teachers; and to diagnose the major areas of strength and weakness of head teachers at primary level. All the teachers at primary level in District Karak constituted the population of the study. Only five hundred and twenty primary school teachers at the rate of 10% of the total were selected as sample of the study. The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. After analysis of data, the researcher arrived at results that the administrative performance of the head teachers at primary level is very poor, ineffective and objectionable. Majority of the head teachers have no administrative and leadership qualities and they have no interest in the school affairs.

Keywords: Administration, educational administration, effectiveness of the administrative performance of the head teachers at primary level.

1. Introduction

Primary education is playing a fundamental and crucial role in shaping the future status of the students. Therefore, it is imperative for a nation to strengthen and improve the standard of primary education. Quality primary education depends upon effective administrators and competent teachers. A good administrator can change the school atmosphere and make it favourable for effective teaching learning process. Being a teacher, it is my own observation that the quality of primary education is collapsing day by day due to ineffective and poor administration.

The word administration has been derived from the Latin word “Minister” which means service i.e., work devoted for the good of people. It is generally concerned with the business, an institution, an army or a factory etc. Administration is the essential and fundamental part of any organization, which provides a favourable environment for the development and growth of the society or the nation or an individual. The education is process which produces capabilities in individual enabling him to control his environment and fulfill his responsibilities (Campbell, 1962). Administration in any organization or association is comprised of a number of rational functions i.e. planning, organizing, coordinating, evaluating, delegating, controlling and so on. These functions are generally thought identical with leadership and this administrative leadership is considered as some thing to be applied on the association in such a way the organizational goals are more efficiently pursued (Sharma, 1994).

Educational administration means the administration which is concerned with the educational affairs. According to Kenneth (1984), educational administration is always concerned with management of things as well as human relationship based on a body of basic principles and aiming at educating the children and the youth. Educational administration has to undertake a number of functions like planning, organizing, directing and motivating, controlling, coordinating decision making, evaluating and recording and reporting etc. in order to make

the education process more effective.

2. Review of Related Literature

Administration is defined in various ways depending upon the viewpoint, beliefs and intellectual capacity of the definer. The word administration has been derived from the Latin word Minister which means service, i.e., work dedicated for the good of others (Gupta, 1987).

Administration is a fundamental part of any organization and as a social process concerned with identifying, maintaining, motivation, controlling and unifying formally and informally organized human and material resources within an integrated system designed particularly to attain predetermined objectives (Musaazi, 1987).

The most important purpose of educational administration or educational management is to give assistance in attaining the objectives of an organization or an institution. Any system or organization will not be able to secure the desired results or to reach the target unless administration or management of education is enhanced or it is geared to the new emerging needs and challenges (Mohanty, 1998).

Good education is the result of good administration. Administration is not simply a managerial and administrative occupation but a rapidly developing profession. Through professional training, internship teaching and minor administrative experience, acquired ability to shape education to changing social trends, use of scientific test and research results, democratic leadership of personnel and the practice of basing procedures on established principles and doctrines, the administrators are building a complete and full-fledged professional service (Hunt and Pierce, 1958).

The success of any institution in attaining its goals and objectives depends on its principal administrator, other wise known as the principal acting particularly his supervisory functions. For educational supervision is the thrust of all established school. Hence, the importance of supervision in today's educational system cannot be overemphasized (Akpa, 1999). Presently the teaching force is weak and the standard of performance is also low. This is a sign too that the standard of supervisory practice is not excellent.

Administration determines the smooth and efficiently working of educational structure. Educational demonstration is responsible for the direction, control and management of all matters relating to school affairs (Government of Pakistan, 1998).

Our society is changing rapidly, so new techniques are being assumed in education to meet the needs and demands of the society. Therefore, education has become more important in the modern world and is essential for the economic development and defense of Pakistan. If a nation does not concentrate sufficient attention to education, it will be committed suicide in a slow manner until disaster overwhelms it. It is a hard fact that education is a complex and highly specialized field and its efficient administration requires technical competence, administrative ability and understanding of the educational development (Khalid, 1998).

2.1. Types of Administration

In education, there are three concepts of educational administration about education i.e., the authoritarian, the laissez-Faire and the democratic.

2.1.1. The Authoritarian or Aristocratic

This type of administration is almost executed in police department. The administrators are not bothered to listen to his subordinates. He believes threatening and black mailing. They do not accept the proposals rendered by his staff or subordinates. They think that they can do everything himself. They are so autocratic that even they reject useful proposals with sarcastic remarks. Sometimes they become angry on such useful proposals. They also criticize encouraging remarks, eventually employee or subordinates felt insulted and discouraged.

2.1.2. The Laissez- Faire

In this type of administration, the administrator has a very lose control and command over his subordinate. Actually**,** in this type of administration, professionally sound or unskilled subordinate constantly interfere in the affairs. As a result, the administrator becomes disheartened and so he does not take interest in educational affairs. He leaves everything on his own and thus administration is surrounded by unnecessarily less professional interference result in total failure in term of quality education (Musaazi, 1998).

2.1.3. The Democratic

This type of educational administration is considered a good educational administration which assists subordinates or staff, especially workers, depending upon themselves and not upon others. In the same administration, the administrator tries to understand his subordinates or workers problems and then tries to find out satisfactory and suitable solution according to the requirement of the subordinates or staff (Badar and Akhtar, 1991)

3. Objectives of the Study

Objectives of the study were:

1. To evaluate the administrative performance of the head teachers at primary level.
2. To diagnose the major areas of strength and weakness of the administrative performance of the head teachers at primary level.

4. Methodology

4.1. Population

All the teachers at primary level in District Karak constituted the population of the study

4.2. Sample

Only five hundred and twenty primary school teachers were selected as sample of the study.

4.3. Research Instrument

The study was descriptive in nature. A questionnaire was developed as a research instrument

for the collection of data.

5. Results

Table No.01

Is your head teacher democratic in authority?

No. of Teachers	Yes	No	Yes %age	No %age
520	202	318	38.85	61.15

Analysis: The table shows that 38.85% teachers responded that their head teachers are democratic in authority and 61.15% responded that their head teachers are not democratic in authority.

Table No.02

Is your head teacher has a good relation with you and other subordinates?

Teachers	Yes	No	Yes %age	No %age
520	309	211	59.42	40.58

Analysis: The table shows that 59.42% teachers responded that their head teachers have a good relation with them and with other subordinate and 40.58% teachers responded that they have no good relation with them and with other subordinates.

Table No.03

Is your head teacher cooperative with public and has a social contact?

No. of Teachers	Yes	No	Yes %age	No %age
520	257	263	49.42	50.58

Analysis: The table indicates that 49.42% teachers responded that their head teachers are cooperative with public and has a social contact and 50.58% teachers responded that they are not cooperative and have no social contact.

Table No.04

Is your head teacher interested to solve your personal problems?

No. of Teachers	Yes	No	Yes %age	No %age
520	114	406	21.92	78.08

Analysis: The table shows that only 21.92% teachers responded that their head teachers solve their personal problems and 78.08% teachers responded that their head teachers are not interested to solve their personal problems.

Table No.05

Is your head teacher interested in school affairs?

No. of Teachers	Yes	No	Yes %age	No %age
520	176	344	33.85	66.15

Analysis: The table indicates that only 33.85% teachers responded that their head teachers are interested in school affairs and 66.15% teachers responded that their head teachers are not interested in school affairs.

Table No.06

Does your head teacher solve your teaching and service problems?

No. of Teachers	Yes	No	Yes %age	No %age
520	223	297	42.88	57.12

Analysis: The table shows that only 42.88% teachers responded that their head teachers solve their teaching and service problems and 57.12% teachers responded that their head teachers do not solve their teaching and service problems.

Table No.07

Does your head teacher has the knowledge to update school record and interested to keep update it?

No. of Teachers	Yes	No	Yes %age	No %age
	277	243	53.27	46.73

Analysis: The table shows that 53.27% teachers responded that their head teachers have the knowledge to update the school record and interested to keep it update and 46.73% teachers responded that they are not interested to keep it.

Table No.8

Does your head teacher check classes regularly?

No. of Teachers	Yes	No	Yes %age	No %age
	157	363	30.19	69.81

Analysis: the table shows that 30.19% teachers responded that their head teaches check classes regularly and 69.81% responded that their head teachers do not check classes regularly.

Table No.09

Does your head teacher invite parents to discuss the student's educational problems?

No. of Teachers	Yes	No	Yes %age	No %age
520	203	317	39.04	60.96

Analysis: The table shows that only 39.04% teachers responded that their head teachers invite parents to discuss the student's educational problems and 60.96% teachers responded that their head teachers do no invite parents.

Table No.10

Does your head teacher provide facilities for teaching and non-teaching staff?

No. of Teachers	Yes	No	Yes %age	No %age
520	152	368	29.23	70.77

Analysis: The table shows that only 29.23% teachers responded that their head teachers provide facilities for teaching and non-teaching staff and 70.77% teachers responded that head teachers do not provide facilitates for teaching and non-teaching staff.

Table No.11

Does your head teacher supervise school building?

No. of Teachers	Yes	No	Yes %age	No %age
520	267	253	51.35	48.65

Analysis: The table shows that 51.35% teachers responded that their head teachers supervise school building and 48.65% teachers responded that their head teachers do not supervise school building.

Table No.12

Does your head teacher take classes with senior classes?

No. of Teachers	Yes	No	Yes %age	No %age
520	283	237	54.42	45.58

Analysis: The table shows that 54.42% teachers responded that their head teachers take classes with senior class and 45.58% teachers responded that their head teachers do not take classes with senior students.

Table No.13

Does your head teacher correspond with higher authorities?

No. of Teachers	Yes	No	Yes %age	No %age
520	221	299	42.50	57.50

Analysis: The table shows that 42.50% teachers responded that their head teachers correspond with higher authorities and 57.50% teachers responded that their head teachers do not correspond with higher authorities.

Table No.14

Is your head teacher punctual and a good disciplinarian?

No. of Teachers	Yes	No	Yes %age	No %age
520	216	304	41.54	58.46

Analysis: the table shows that 41.54% teachers responded that their head teachers are punctual and a good disciplinarian and 58.46% teachers responded that their head teachers are not punctual and good disciplinarian.

Table No.15

Does your head teacher has subject mastery and has modern knowledge of teaching methods?

No. of Teachers	Yes	No	Yes %age	No %age
520	227	293	43.65	56.35

Analysis: The table shows that 43.65% teachers responded that their head teachers have subject mastery and has modern knowledge of teaching methods and 56.35% teachers responded that they have no subject mastery and modern knowledge of teaching method.

Table No.16

Does your head teacher appreciate you on the excellent performance?

No. of Teachers	Yes	No	Yes %age	No %age
520	124	396	23.85	76.15

Analysis: The table shows that 23.85% teachers responded that their head teachers appreciate them on the excellent performance and 76.15% teachers responded that their head teachers do not appreciate them.

Table No.17

Does your head teacher allow you to enjoy extra and unrecorded leaves?

No. of Teachers	Yes	No	Yes %age	No %age
520	412	108	79.23	20.77

Analysis: The table shows that 79.23% teachers responded that their head teachers allow them to enjoy extra and unrecorded leaves and only 20.77% teachers responded that their head teachers do not allow them to enjoy extra and unrecorded leaves.

Table No.18

Does your head teacher arrange weekly or monthly meetings?

No. of Teachers	Yes	No	Yes %age	No %age
520	68	452	13.08	86.92

Analysis: The table shows that 13.08% teachers responded that their head teachers arrange weekly or monthly meetings and 86.92% teachers responded that their head teachers do not arrange weekly or monthly meetings.

Table No. 19

Is your head teacher fair in spending school fund?

No. of Teachers	Yes	No	Yes %age	No %age
520	205	315	39.42	60.58

Analysis: The table shows that 39.42 %teachers responded that their head teachers are fair in spending school fund and 60.58% responded that their head teachers are not fair in spending school fund.

6. Conclusions:

After analysis of the data, the researcher arrived at the following conclusion:

Strong Points:

1. It was found that majority of the head teachers have a good relation with their subordinate.
2. It was found that majority of the head teachers have the knowledge to update school record and were found interested to keep it update.
3. It was also found that majority of the head teacher supervise school building.
4. It was found that majority of the head teachers take classes with senior classes.

Weak Points:

1. It was found that majority of the head teachers are not democratic in authority.
2. It was found that majority of the head teacher are not cooperative with public and have no social contact.
3. It was found that majority of the head teachers are not interested to solve teachers personal problems.
4. It was found that majority of the head teachers are not interested in school affairs.
5. It was found that majority of the head teachers do not solve teaching and service problems of teachers.
6. It was found that majority of the head teachers do not check classes regularly.

7. It was found that majority of the head teachers do not invite parents to discuss the student's educational problems.
8. It was found that majority of the head teacher do not provide facilities for teaching and non-teaching staff.
9. It was found that majority of the head teachers do not correspond with higher authorities.
10. It was found that majority of the head teachers are not punctual and not a good disciplinarian.
11. It was found that majority of the head teachers have no subject mastery and no modern knowledge of teaching methods?
12. It was found that majority of the head teachers do not appreciate teachers on the excellent performance.
13. It was found that majority of the head teachers allow teachers to enjoy extra and unrecorded leaves.
14. It was found that majority of the head teachers do not arrange weekly or monthly meetings.
15. It was also found that majority of the head teachers are not fair in spending school fund.

From the above discussion, it comes to surface that the administrative performance of the head teaches at primary level is very poor, ineffective and objectionable. In the light of above points, it is clear that majority of the head teachers have adopted laissez- faire administration. They do not take interest in the affairs of the schools. They have lack of leadership qualities. The head teachers are responsible for the poor quality of primary education. In nutshell, it is right to say that primary education is collapsing due to poor administrative performance of the head teachers.

7. Recommendations:

Keeping in view the conclusions, the researcher makes some recommendations which are described as under:

1. Every primary school should be provided with a class one administrator.
2. Special pay packages should be given to the head of the institutions.
3. Special supervisory staff should be appointed for the inspection of the administrative performance of the head of the institutions.
4. Surprise visits of the officer to primary school should be ensured at least twice in a

month.

5. Special training should be provided to the head teachers relating teaching methods and administration.
6. Reward system should be introduced for excellent administrative performance for administrators.
7. Check and Balance system should be ensured at primary level.
8. Competent individuals should be appointed as administrators.
9. It is imperative for administrators to arrange weekly meetings on the schools affairs so that the deficiencies in school should be removed.
10. The administrators should try their best to provide teaching and not teaching facilities to their subordinates.
11. The administrator should try their best to solve service problems of the teachers.
12. The administrator should keep good relation with public and invite student's parents to school in order to inform them from their children performance.

8. Recommendations for Future Research Studies:

1. It is recommended that this type of research should be conducted in other districts and provinces.
2. It is also recommended that this type of research should be conducted at secondary and higher secondary level.

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