

A STUDY THE PLANNING AND ORGANIZATIONAL SKILLS OF HEAD TEACHERS AT ELEMENTARY LEVEL IN DISTT. ATTOCK

ABSTRACT

The focus of this study is on the planning and organizational skills of educational administrators at elementary level in Distt. Attock. Administration is one of the basic factors upon which the quality of the students' learning depends. The planning and organizational effectiveness mostly depends on the way the head of the institution conceives and executes his/her leadership. But, practically we see that the school administration at every level needs for improvement because people are directly appointed at this post without getting any type of administrative training. Therefore, it was necessary to conduct a study to investigate planning and organizational skills of educational administrators and their impact on students' learning to make recommendations for improvement. Main objectives of this study were (a) to investigate the current practices of educational administrators.(b) critically analyze these practices of educational administrators.(c) to make recommendations for effective educational administration. The nature of this study was descriptive. The population of this study was consisted of all the heads of all elementary schools in Disst Attock. Thirty heads (fifteen male and fifteen female) were randomly selected as a sample which was considered to be significant for the study. The return of the questionnaire was 100% because it was personally filled up by these heads. It was concluded that department should arrange training programs for professional development of the heads in the time of induction. The respondents were of the view that in-service trainings also be provided to the heads in intervals on large scale to get fruitful results in students' learning.

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Introduction

Education is a powerful instrument of socio-economic and political change concomitant to global technological and democratic development. So it is necessary to improve quality of education at different levels of education especially at elementary level. According to Shahid (2000), this stage produces the bulk of skilled and literate workers. The Commission on National Education (1959) recommended that Elementary Education should be imparted free to all children belonging to the age group of elementary schooling. Quality of education depends on good administration. According to Kochhar (2000), educational administration is a comprehensive effort to achieve some specific administrative skills like planning, organizing, decision-making, delegation of authority, stress management, conflict management, motivation, team building, human relations and instructional leadership skills. According to Kochhar (2000), planning and organizing are the basic factors upon which the quality of a person's work depends. These are the qualities that a head of institution must have, if the educational system is to prepare young people adequately for the challenges and demands of coming era.

In fact, true and superior educational administration is so basic to the satisfactory functioning of the institutions. Therefore, it was the need of the time to conduct a study which may help to make effective recommendations for good administration to improve results.

According to Akbar (1992), administration means to manage techniques and methods such as planning, organization, direction, financial control etc. Administration is not doing things but getting them done. It is a functionary that gets things done by others, by directing and supervising their work. According to Adam & Dickey (1996), the purpose of educational administration is to enable an organization or an institution to carry out with maximum efficiency for the purposes for which the organization or institution exists.

According to Murgatroyed & Morgan (1994), it also refers to the internal organizational structures, roles and management working process, which needs to be conceived to deliver the chosen strategy. It is likely that there may need to be drastic changes from hallowed and traditional practice.

According to Shahid (2000), planning is the first and foremost step in any academic and administrative assignments. The head has to plan all kinds of activities in time for implementing various programs with success throughout the year. Planning should embrace all activities, curricular, co-curricular projects and community service.

According to Thakur & Thakur (2001), organization is the combination of necessary human efforts, material equipments brought together in systematic and effective correlation to accomplish the desired results.

According to Shahid (2000), the head is that major component of school administration on whose ability and skill, personality and professional competences will largely depend on the tone and efficiency of the school. According to Chaube & Chaube (1995), while distributing responsibilities among the teachers the head should bear certain aspects in

mind. The head should not think that some individuals are totally incapable and also that everyone cannot be good at everything. Such a situation in which the load of work is too much on some teachers and too little on others should be avoided, because this leads to discontentment among the teachers. According to Bear & Clark (1994), a teaching performance accomplished with a level of effort and persistence influenced by the performer's sense of efficacy, when completed, becomes a source of future efficacy beliefs.

According to Hill & Hill (1998), "School community co-operation is really something more basic than the parent teacher or student community relationship". According to Chaube & Chaube (1995), the school management committee is needed to properly carry on the work of the school. The school management committee looks after all the work and is held responsible for the best management of the affairs.

According to Chaube & Chaube (1995), by means of examinations the knowledge gained by students from their own experiences is tested. The area of examination is the worst hit with respect to politicizing of our educational, peaceful conduct of examination has become impossibility.

According to Chaube & Chaube (1995), like other subjects, co-curricular activities also have great importance. These activities may prove very beneficial with the help of proper supervision and guidance.

Statement of the problem

The present investigative study, therefore aimed to investigate current practices of planning and organizing skills of the heads at elementary level to make effective recommendations for good educational administration.

Objectives of the Research Study

Following were the main objectives of the study.

1. To investigate current practices of educational administrators.
3. Critically analyze these practices of educational administrators.
3. To make recommendations for the effective educational administration.

Significance of the Study

The role of school administration is very important for the provision of healthy environment to enhance the students' learning and the performance of the heads and the teachers. Therefore, the findings of the study would be useful for:

1. The heads, to improve their school's administration.
2. The education department, to provide a guideline to the beginning heads as well as the working.

Delimitations of the Study

This study was limited to only thirty govt. elementary schools (fifteen male and fifteen female) in Distt. Attock.

Methodology

A questionnaire was prepared for data collection. It was framed to collect opinions of the heads about planning and organizational skills in their institutions. The population of the study was consisted of the heads of all elementary schools (male and female) in Distt. Attock. Thirty heads (fifteen male & fifteen female) were taken as a sample and questionnaire was filled up by them by personal survey. Item wise analysis of the data was made in order to arrive at findings of the study.

Presentation and Analysis of Data

Table-1

Showing the gender distribution of Respondents

Gender	Total No.	Percentage
Male Heads	15	50%
Female heads	15	50%
Total	30	100%

It is evident that total thirty heads were the respondents of the study in which 50% were male and 50% were female.

Table-2

Showing administrative experience of Respondent

Experience in (years)	No. of the Respondents	Percentage
0 – 4	12	40.0
5 – 9	05	16.7
10 – 14	09	30.0
15 – 19	04	13.3
Total	30	100

It is clear from the data that the administrative experience of the heads of the study varied between **zero** to **nineteen** years, but a high percentage of the respondents (i.e 40%) had the administrative experience below four years. From the data it was concluded that the respondents of this study have less experience of administration and they belong to comparatively younger age group.

Table-3
Showing Planning Views of Respondents

Item No.	Item	Yes	%	No	%
1.	Does the head plan to set the school objectives by involving the staff?	9	30	21	70
2.	Does the head plan to achieve the set objectives?	12	40	18	60
3.	Does the head plan to assign approximately equal load of work?	16	53.3	14	46.7
4.	Does the head plan to assign duties to the subordinates according to their competencies?	7	23.3	23	76.7
5.	Does the head plan to organize the whole system for effective administration?	17	56.6	13	43.4

Data of the table 3 shows that:

1. Only 30 percent of the respondents were in the favour that the involvement of the staff-members is necessary in planning the school objectives. It is clear that either the respondents did not keep in view the importance of the staff-members or they were not aware of its objectives. Hence, there is a need to set school objectives by involving the staff-members.
2. Only 40 percent of the respondents tried to achieve the set objectives. It is obvious that 60 percent respondents did not understand it necessary to do so, because they were not aware of its importance due to shortage of experience. Hence, it is very essential for the heads to make effective plans to achieve the set objectives with the co-operation of the staff-members.
3. 53.3 percent of the respondents indicate that they had comparatively better awareness about it, that work should be equally divided among the staff-members to avoid conflictions. Therefore, it is necessary for the heads to try to assign approximately equal load of work to create pleasant environment in the school.
4. Only 23.3 percent of the respondents were aware of its importance. It is clear that their attention to this serious aspect was very limited and insignificant. It shows that either they were under pressure or they followed the rule of favoritism while assigning duties to the staff. It is very dangerous because some teachers take comparatively easy work and remaining teachers accept their assigned work as a burden on them, that looses their interest and affects the students' learning. Both conditions are not in favour of good administration. Therefore, there is a need to assign work to the teachers according to their

capabilities to get fruitful results. No doubt, all these qualities can be created in a head by proper trainings.

5. 56.6 percent of the respondents knew that they should plan to organize the whole system for effective administration if they wanted to make their institutions an ideal learning place. Hence, there is a need to create this quality in all heads by special trainings.

Table-4

Showing Organizational Views of Respondents

Item No.	Item	Yes	%	No	%
1	Does the head organize disciplinary actions in the school?	14	46	16	54
2	Does the head organize regular meetings with the school management committee to get suggestions?	18	60	12	40
3	Does the head organize democratic environment in the school?	13	43.3	17	56.7
4	Does the head organize co-curricular activities in the school?	4	13.3	26	86.7
5	Does the head organize fare examinations in the school?	6	20	24	80

Analysis of the data in table 4 shows the following picture:

1. Only 46 percent of the respondents had the capability to organize full discipline in their institutions. It is obvious that either the heads were under pressure by locality or they were also undisciplined in their actions themselves. Hence, there is a need to maintain full discipline in schools by the all participants to achieve the set objectives. There is also a need to appoint experienced persons at this post.
2. 60 percent of the respondents knew that it was necessary to hold regular meetings with the school management committee to get their suggestions for the improvement of their administration and institutions. No doubt, the school management committee's members do not bother it, hence, whenever they come to the school, the heads should make aware them about school problems and try to get their favour.
3. 43.3 percent of the respondents were aware of the importance of democratic environment in the school. The remaining 56.7 respondents understood that a strict atmosphere helped to create an ideal learning place. According to their views, a head should remain at a distance from the staff and the staff from the

students because friendly and democratic environment make all the participants rude.

4. Only 13.3 percent of the respondents had the awareness about the importance of co-curricular activities for the students. It is clear that their efforts and interests for co-curricular activities were very limited and insignificant, that is alarming. Perhaps the reason is that, they had not given any training regarding to its importance. Hence, there is a need to organize proper co-curricular activities for the mental and physical development of the students.
5. Only 20 percent of the respondents had the power to conduct fare examinations which is very insignificant and alarming. It is obvious that the heads are at the mercy of the local bodies and the department does not give them any protection. If the heads are helpless in conducting fare examinations in their own schools, how can they achieve the targets? Therefore, there is a need to provide full protection and help to the heads by the department and local bodies.

Main Findings of the Study

1. Most of the heads had less teaching and administrative experience.
2. All the heads were appointed without any training.
3. The heads complained that they were not given regular in-service trainings to overcome their deficiencies.
4. The heads complained that the staff did not cooperate with them in administrative affairs.
5. Local teachers often used their resources to under pressure the heads for their benefits.
6. The department did not check the institutions regularly, therefore, the heads and the staff became lazy and they ignored discipline.
7. The school management committee did not understand it necessary to come to schools in meetings and cooperate with the school participants in their problems.
8. The heads and the teachers had to do a lot of work due to the shortage of staff. Therefore, they could not give proper time to the co-curricular activities.
9. The heads could not conduct fare examinations due to the pressure of local bodies.
10. The heads could not create democratic environment due to the monopoly of local staff.

Conclusions

It is concluded that the persons are appointed at this post without any professional training. Even they are not given in-service trainings regarding to administration. The department do not cooperate with them in their problems, rather tries to search deficiencies in their administration while visiting the schools. School management committees are made but

these are only a formality because its members do not bother it and do not try to solve the school problems. The local staff-members show their powers and threat the heads for their benefits. There is insufficient teaching and non-teaching staff in almost every school that causes a continuous problem.

Recommendations

Following are the major recommendations of the study:

1. In order to make good administration, it is proposed to appoint trained and experienced persons rather than too young and untrained at this post.
2. Need for a regular in-service training program is justified. It is, therefore recommended to arrange in-service programs.
3. Keeping in view the significance of the planning and organizing skills of the heads, it is recommended to make regular visits in the schools to assess heads' performance by the inspecting officers.
4. It is recommended that the members of the school management committee may be given awareness of its importance.
5. Cooperation of the local staff is recommended for the betterment of the school.
6. To reduce work load, it is recommended to provide sufficient staff.
7. For the help of the heads, it is recommended to develop a handbook. This may be useful for them in their smooth functioning and to be effective instructional leaders.
8. Regular and fare assessment of heads would be of value in the evaluation of their performance.
9. A strategy may be developed based on administrative skills for the help of the heads.

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