

Head Teachers' Perceptions regarding their role in Educational and Administrative Decision Making

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Abstract

The study aimed to explore head teachers' perceptions regarding their role in educational and administrative decision making in schools at secondary level. The role of head teacher in school administration is very important thus the researchers tend to study head teachers' perceptions regarding their role in such matters. In Pakistan public schools are administered through a strong hierarchal administrative system but the head teachers are responsible for day to day matters so it is important to study their perceived role in administration. Quantitative research method was used and survey research technique was applied to collect the data. Self-reported questionnaire was used as a tool of data collection. Multi stage sampling technique was used and sample was selected conveniently. Mean score for each statement was calculated and t test was applied to find out the difference in perception on the basis of different demographical variables. No significant difference was found in the head teachers' perceptions regarding their role.

Keywords: Head Teachers, Perception, Educational, Administrative, Decision Making

Introduction and Literature review

Perceived roles of head teachers are effectively described by DiPaola, and Tschannen (2014). They described the roles and responsibilities of head teachers and said, "Staffing needs, preparing time table, maintaining records required by district or provincial governments, school community relationship and creating an effectual environment within the schools are considered the basic requirements of head teachers' job."

Finnigan (2010) said, "The financial roles of head teachers are preparing budgets for the school which he/she sends to local or provincial government and to act as drawing and disbursing officer of the salaries of the staff. "They have to work for savings, readjustments of budgets, generating resources and utilizing maximum finances (Goddard, Hoy, & Hoy, 2000).

A strong triangular relation between school, district and provincial government is possible due to linking capacity of head teachers (Grissom, & Loeb, 2011). Head teachers role in a successful administration is very important. Furthermore, the study revealed that the autonomy and substantial level of independence in the instructional design is also positively related to the effective administration (Jackson, & Marriott, 2012). The confidence in the head teachers cultivates the positive relationship between hierarchal administration and head teachers (Marks, & Printy, 2003). The autonomy is an expression of empowerment of the head teachers (Leithwood, Patten, & Jantzi, 2010). Head teachers empower the school by giving teachers autonomy, broadened opportunities for learning, task relevance and diversity and engage the teachers in decision making and these all leverage positive work environment and school performance (Walker, Jeff & Slear, 2011).

The theoretical foundations of the research are based upon the 'leadership as an Effective execution of decentralization in instruction require changes in mediating factors, for example, teacher's efficiency and effectiveness, parental support, accessibility of assets and educator's inspiration are the results of effective administration of head teachers (Naidoo & Kong, 2003).

Working interaction between head teachers and administration in the social environment and activities is also a determinant of the head teachers' administrative capacity in the school (Williams, 2001).

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The autonomy and substantial level of independence in the instructional design is also positively related to the effective administration. The confidence in the head teachers cultivates the positive relationship between hierarchal administration and school heads (Winkler, Donald & Alec, 2000). The autonomy is an expression of empowerment of the head teachers. Head teachers empower the school by giving teachers autonomy, broadened opportunities for learning, task relevance and diversity and engage the teachers in decision making and these all leverage positive work environment (Copland, Michael & Knapp, 2007).

Head teachers are the most responsible figures in school administration and their perceptions regarding their role in educational administrative decision making widely affects their personal behaviour. Centralization is the basic element in decision making mechanism of the system. Strict centralization creates severe problems in the development of education system. Public school system is experiencing unending challenges regarding insufficient resources, declining quality of education, de-motivated leadership due to inactive role of school leadership in decision making.

Objectives of the Study

The study was aimed:

1. To investigate the head teacher's perceptions regarding their role in educational and administrative decision making.
2. To investigate the difference in the perceptions of head teachers regarding their role in educational and administrative decision making on the basis of different demographical variables like age, academic and professional qualification, experience as a teacher and leader, pay scale etc.

Research Questions

1. What are head teacher's perceptions regarding their role in educational and administrative decision making?
2. Is there any difference exists in the perceptions of head teachers regarding their role in educational and administrative decision making on the basis of different demographical variables like age, academic and professional qualification, experience as a teacher and leader, pay scale etc?

Methods and Procedures

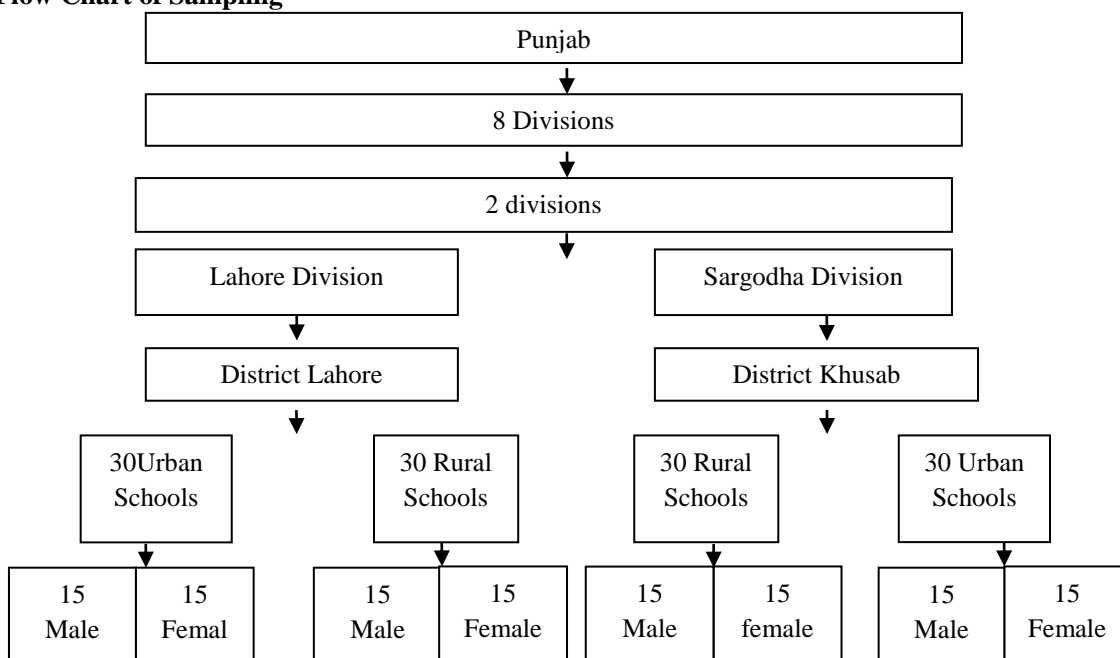
This part of study deals with the procedural aspect of the study. The study is descriptive in nature and quantitative method was used to conduct this study.

The Population of this study consisted of school principals and district administration at secondary level in the Province of Punjab and elected political representatives of the vicinity.

Multi stage sampling technique was used to select the sample.

Two divisions were conveniently selected from 8 Divisions of Punjab. Two Districts Lahore and Khushab were selected from Lahore and Sargodha Divisions. 30 urban and 30 rural schools were selected from each district.

Flow Chart of Sampling



Questionnaires

Questionnaires can be used to obtain both qualitative and quantitative data. The questionnaire targets both, as it contained close-ended sections that required teachers to respond to statements on a five point Likert type scale. Self-constructed tool was used to collect data. Reliability was checked and the tool was validated by 4 experts from the relevant field.

Reliability

Scale	Cronbach's Alpha	No of Items
Total Item	.861	30

The Cronbach's alpha value of this research instrument on total scale was 0.861, which is above the acceptable value of 0.70. Thus, it can be said that tool is reliable.

Results of the study

Following part of the article will presents the statistical results of the study.

Table 1

Mean distribution of participants 'perceptions regarding their role in educational decision making.

	To a large extent	To some extent	A little	Not at all	I Don't Know	Mean	St. D.
I have influence on selection of materials to be taught in a class	14.2	16.7	18.3	42.5	8.3	3.14	1.218
I am very influential in selection of Content to be taught in a period	21.7	24.2	15.8	37.5	.8	2.72	1.204
I select the topics to be taught in a period	2.5	4.2	25.0	59.2	9.2	3.68	.799
I specify the skills to be taught in a period	5.0	13.3	18.3	44.2	19.2	3.59	1.096
Sequencing of the content is done under my supervision	5.8	34.2	27.5	25.8	5.8	3.26	3.890
Sequencing of the topics is done under my supervision	10.0	40.8	17.5	28.3	3.3	3.39	.955
I do the Sequencing of the skills	2.5	16.7	29.2	42.5	9.2	3.62	1.021
I made decisions regarding grading system	5.0	10.0	17.5	52.5	15.0	3.60	3.38
I made decisions regarding classroom discipline	4.2	8.3	21.7	55.0	10.8	2.74	1.081
I decide how to use physical classroom space	10.0	40.8	17.5	28.3	3.3	3.39	.955
I have authority to decide subject class assignment	2.5	9.2	15.8	40.8	11.7	3.30	1.089
I have authority regarding instructional supervision	4.2	22.5	20.0	41.7	11.7	3.34	1.081

Frequency analysis was done to evaluate the head teachers' perceptions regarding their role in educational decision making and day to day issues related to classroom. For the statement no 1 majority (42.5%) said they have no authority in this regard and the mean score of this statement is 3.14 and standard deviation is 1.218. For 2nd statement 37.4% respondents said that they have no authority in the selection of content to be covered in the period. The mean score is 2.72. For statement no. 3 authority regarding selection of material to be taught in the period and 59.2 said they have authority is due to high per% can be said that head teachers feel authority in this regard. For the statement No. 4, 44.2 said they do not select skill that they teach in a period and the mean score for this item was 3.59. Regarding sequencing of content 34.2% said that they have a little authority, 27.5% said that they have no authority. 40.8% respondents said that they have to less authority over the sequence of the topics to be taught in the class and 8.3% said that they have no authority at all. 42.5% asserted that they have no authority related grading system while 29.3 asserted that they have little authority in this regard. 52.5% were of the opinion that they have no role in classroom discipline while 17.5% admitted that they have a little authority. 55.0% respondents have view that they have no authority in physical space of the classroom while 21.5% claimed little authority in this matter. 40.2% head teachers said that they have no authority in the selection of class assignment. 15.4% said they have a little authority. Instructional supervision is another important matter and 41.7 % head

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teachers said that they play crucial role in this regard whereas 22.5 said they have for some extent powers in the matter.

Table 2

Mean distribution of participants 'perceptions regarding their role in administrative decision making

	To large extent	To some extent	A little	Not at all	I Don't Know	Mean	St. D.
I have powers regarding hiring of teachers	4.2	10.8	15.8	50.0	19.2	3.69	1.035
I have powers regarding firing of teachers	2.5	17.5	26.7	40.0	13.3	3.44	1.011
I can Hire nonteaching staff	10.8	22.5	18.3	48.3	10.0	3.74	.884
I can Fire of nonteaching staff	10.8	15.8	20.5	52.8	3.3	3.83	.882
I can Promote personnel	2.5	6.7	18.3	55.8	16.7	3.78	.893
Allocation of funds within my school is in my authority	5.0	13.3	15.8	52.5	13.3	3.56	1.044
I have a powerful role in raising more or new funds for the school	1.7	19.2	25.8	37.5	15.8	3.47	1.028
I am influential in Controlling dropout of students	2.5	15.0	17.5	44.5	22.8	3.66	1.049
I determine teachers' salaries in my school	.8	11.7	12.7	58.3	22.5	3.70	.975
I decide the length of class periods	.8	5.8	15.8	59.2	18.3	3.88	.801
I decide the length of school day	12.5	22.5	18.7	46.3	3.2	3.71	.911
I can decide for in service teacher training	1.7	9.2	12.5	59.3	17.5	3.82	.889
I can re- appropriate budget items	1.7	15.8	11.7	48.3	22.5	3.64	1.052
I made budget related decisions	8.3	10.8	15.8	60.0	5.0	3.88	.762
I can utilize and Administer special grant	1.7	18.3	24.2	45.8	10.0	3.34	.894
For school improvement I can contract with external bodies	2.5	12.5	18.5	60.8	5.8	3.55	.878
I have powers regarding accountability of teachers	1.7	8.3	16.7	53.3	20.0	3.82	.907
I can decide for community participation in the school	10.0	16.7	10.0	59.3	4.6	3.73	.775

The table presents mean scores of the items related to school wide matters and role of head teachers in those matters. Hiring and firing of teaching and nonteaching staff is an important element to run a school smoothly. 60% and 58% head teachers were respectively asserted that they have no authority in the selection or termination of teaching and nonteaching staff or their promotions. Allocation or rising of funds is another matter where majority of head teachers said they do not have any authority or power. 44.5% head teachers said they play no role to control dropout rate. 58.3% were having opinion that they do not have powers to raise the salary of teachers. 59.2% and 46.3% were respectively said they play no role in deciding length class and school day. 59.3% said they have role in decisions regarding in-service teacher training. Majority of the respondent(48.3%, 60.0%, 45.8%) were repeatedly said that that they have no powers regarding re-appropriation of budget, deciding exe line special grant budget in the school. 60.8%, 53.3% and 59.3 % were respectively said that they have authority in the matters like contacting private parties, accountability of teachers and community participation in the school.

Table 3

Independent sample t test on the basis of locality to find out the difference in head teachers' perceptions regarding their role in educational and administrative decision making

Locality	N	Mean	Std. D.	t	Sig.
Urban	66	71.29	10.411	-2.048	.513
Rural	54	75.26	10.753	-2.042	

The above table explains the results of t test applied on the basis of locality on the scale. Total number of urban respondents is 66 and rural respondents are 54, mean score is 71.29 and 75.26, std. deviation is 10.411 and 10.753 whereas t value for urban -2.048 and for rural -2.042 and significant value is .513. It can be said that there is no significant difference in the perceptions of urban and rural head teachers on the scale because the significance value is greater than .05.

Table 4

Independent sample t test on the basis of gender to find out the difference in head teachers' perceptions regarding their role in educational and administrative decision making

gender	N	Mean	Std. D.	T	Sig.
female	71	73.04	9.873	-.040	.330
Male	49	73.12	11.919	-.039	

The above table presents the results of t test applied on the basis of gender on the scale. Total number of female respondents is 71 and male respondents are 49, mean score is 73.04 and 73.12; std. deviation is 9.873 and 11.919 whereas t value for female -.040 and for male -.039 and significance is .330. Keeping in view the significance which is greater than .05 it can be said that there is no significant difference in the perceptions of male and female head teachers on the scale.

Table 5

Independent sample t test on the basis of district to find out the difference in head teachers' perceptions regarding their role in educational and administrative decision making

District	N	Mean	Std. D.	T	Sig.
Khushab	58	71.52	11.306	-1.551	.229
Lahore	62	74.53	9.986	-1.544	

The table presents the results of t test applied on the basis of district on the scale. Total number of respondents from Khushab is 58 and from Lahore is 62, mean score is 71.52 and 74.53 respectively, std. deviation is 11.306 and 9.986 whereas t value for Khushab -1.551 and for Lahore -1.544 and significant value is .229. It can be deduced that there is no significant difference in the perceptions of respondents from both districts on the scale because the significance value is greater than .05.

Table 6

Independent sample t test on the basis of promotion or selection to find out the difference in head teachers' perceptions regarding their role in educational and administrative decision making

Promoted or Selected	N	Mean	Std. D.	T	Sig.
Promoted	31	73.13	8.744	0.32	.060
Selected	89	73.06	11.356	0.37	

It can be deduced from the table that t test was applied on the two variables stated as promoted or selected on the scale. Total number of promoted respondents is 31 and selected is 89, mean score is 73.13 and 73.06 respectively, std. deviation is 8.744 and 11.356 whereas t values are 0.32 and 0.37 and significant value is .060. It can be claimed that there is no significant difference in the perceptions of respondents on the basis of promotion or selection on the scale because the significance value is greater than .05.

Discussion and Conclusion

This study was conducted to analyze head teacher's empowerment of educational administration. In executing decentralization changes, the military government received a mixed blend of influence, discussion, and intimidation. General society is not yet beyond any doubt, if the changes have been attempted for people in general great or to add authenticity to the government with the goal that it might stay in control. In Pakistan, few difficulties must be met if instructive setup is to create positive results. It can be concluded that head teacher's empowerment received a mixed blend of influence. In Pakistan, a few difficulties must be met if instructive hierarchy is to create positive results. The present education system of Pakistan is considered not being responsive to the demands of quality education. The education system and as the important part and parcel educational administration had been reviewed from time to time to achieve this vital objective of quality education as well as creating relationship between administration and school performance. The inter relationship among the parts of a system have to be understood by all parties to ensure their inter-dependent nature of the parts.

The results are supported by Neumerski, (2013) he asserted, "Autonomy and substantial level of independence in the instructional design is also positively related to the effective administration. The confidence in the principals cultivates the positive relationship between hierarchal administration and principals. The autonomy is an expression of empowerment of the principals. Principals empower the school by giving teachers autonomy, broadened opportunities for learning, task relevance and

diversity and engage the teachers in decision making and these all leverage positive work environment and school performance". Another aspect of the school performance is the understanding of personal and professional needs of the principals (Salokangas, & Chapman, 2014).

The principals also feel encouraged and motivated when they are the part of decision making and strategic alignment of the education system (Larsson, 2009)). The integrity and respect are also the predictor of positive relationship in the school environment (Ingersoll, 2003).

Zeinabadi, (2014) concluded "Principals are the active participant in establishing working environment and the research has provided overview of the different strategies which principals use for positive performance. These policies include trust, interpersonal communication, openness, and integrity, engagement in decision-making, autonomy, and opportunities for professional development."

The affective professional and personal relationship between stakeholders resulted in the cohesion, commitment and satisfaction for all the administrative stakeholders and in the result for better school performance. The study based on the conceptual model of past research presents the process of forming affective working relationships. The real legalized change in administration is confronting the training segment in the exchange of the duties regarding enrolling, paying, and overseeing educators and administrators from the common service of instruction to the local governments (Khan, 2012).

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