# COMPARISON BETWEEN PUBLIC AND PRIVATE SECONDARY SCHOOL TEACHERS ABOUT THE INVOLVEMENT IN ADMINISTRATIVE ROLE

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## ABSTRACT

*The teachers are considered as assistant leaders and perform various professional activities within an organization for the successful completion of setting objectives. To achieve this objective the teachers involve in effective suggestion with education leaders to boost the workplace environment for the growth of the institutions. Therefore, higher authorities engage the teaching faculty in administrative decisions to finalize the direction to complete the specific tasks. The major objective of this study was comparison between public and private secondary school teachers about the involvement in administrative role. The population of this research was secondary school teachers from District Pakpattan whereas, 271 (public 131, private 140) respondents were selected as sample through simple random sampling technique. Data was collected by using a questionnaire through survey method. The findings of the study revealed that there was significant difference between public and private secondary school teachers about rules and regulation and students' affairs regarding involvement in administrative role while, the mean score of the respondents from public school was greater than private. Furthermore, it was found that there was also significant difference found among the teaching experience of the respondents. This study is a steppingstone to adopt the new techniques and strategies for the development of the teaching-learning process through human resources.*
**Keywords:** Administrative Role, Involvement, Secondary School Teachers

## INTRODUCTION

Educational organizations act an essential role in socio economic growth of a state. Tutors play a pious role in achieving these goals and objectives. Consequently, education organizations involve in regeneration the professional's development all over the state with academic capabilities (Zulfqar et al., 2016). The teachers' involvement in administrative tasks build trust within the institution. The head of educational institution performs an essential factor in the institution that make the teacher learning process successful and increase the growth of institution and make close pupils to their objectives (Anjum et al., 2019). Due to the lack of decision-making process teacher participation cannot work with full zeal and zest. Decision-making participation of teachers in decision making process extent recompences in the topical era. Like other business organizations the educational organizations also stressed the professional development of the teaching faculty with academic competencies that can be achieved through involvement of the teachers in decision-making process. (Harrison et al., 2016).

To build the trust between the tutors and educational organization the institution stresses the participation of tutors. The process of teaching depends on the involvement of teachers. From the previous couple of decades, the educational institutions are focusing on all directions of the teachers' involvement in various activities (Abbas et al., 2024). Within the organization the teacher is considered as an icon for the development of the whole process. Therefore, institutional goals cannot be gained without contribution of the teaching faculty. The teachers are also considered as the field manager within the organization and observed the things with naked eyes so, they can suggest the better observations to the principals for betterment implementation and retain the quality of services to the students and employees

(Lin, 2014). Involvement of teachers in decision making process has a vital debate for the educational institution (Anwar et al., 2008). Teachers collaborate, lead and support for accomplishment of the institutional goals. Thus, staff feels free to perform their duties with hope, respect and confidence to gain the goal and objectives of the educational institution through teaching learning process. Education is the transition of knowledge towards the graduates through effective teaching. Thus, the teaching is less effective due to the lack of participation in decision-making process. Although the educational institutions are taking steps towards this issue, these steps have not been taken into consideration. This demands the researcher to conduct the new research examine the real issues regarding decision-making participation practices of the teachers for the growth of the teaching-learning process (Harrison et al., 2016).

## Research Objectives

1. To find out the existing level about teachers' involvement in administrative role.
2. To identify the significance difference between public and private school teachers regarding involvement in administrative role.
3. To investigate the significance difference regarding teaching experience of the respondents about teachers' involvement in administrative role.

## LITERATURE REVIEW

Teachers' involvement in various administrative activities is an action or a result of selection of the suitable way to solve the problem. Teachers engage with all the activities in teaching-learning and administrations field of education. Such kinds of decisions are made in daily routine job hours when teacher perform his duties in classroom, and he also participates in policy making and focuses on the vision and mission of the organization in future (Newcombe & McComick, 2001).

### Nature of Decisions

The professionals divide the decision making into different categories according to the different situations. It is said that different situations demand different kinds of leadership (Abahumna, 1995). The decisions are finalized with the involvement of employees then finalize the programmers according to the curricular and extra-curricular activities. During decision making they focus on the barriers and problems, and then try to eradicate all these barriers during the implementation of these strategies (Ivancevich et al., 2002). The quick decisions are made on the present situation. Structured decisions are implemented in daily routine activities. The major decisions are made once in the annual academic sessions and the strategies and plans are made by high authorities with the consent of all members. All these decisions can be classified according to the situation. The researcher observed in the modern era that all the educational organizations focus on the same kind of hierarchy for fulfill of their objectives. These decisions are based on the individual and group members (Adillo, 2023).

### Individual versus Group Decisions

The modern trend of decision making, most of the decisions are made in groups rather than individual. The main purpose of the group decisions is that most of the information can be shared between the members. The strategies and plans are discussed by the manager in group meetings and take the important suggestions from the members. It is performed because the maximum information can be put in front of all members of organization and the members can perform their duties for the completion of common objectives (Mualuko et al., 2009).

Individual and group decisions engaged with the members of the organizations. In an individual decision the minimum members of the organizations participate. The decisions focus on the long-term decisions and the higher authorities are involved in making such kinds of decisions. On the other hand, the group-based decisions focus on the routine work activities and approximately all the members of organizations participate in decision making. It is based on the achievement of natural purpose. The involvement of the other members in decision making depends upon the leader's mind. The leadership rendered the specific task to the skilled and active person to solve the proper problem (Mekuria Abera, 2009).

**Program and Non-Program Decisions**

Moe (2010) the group level decisions are associated with subject, curricular and problems that can be faced during working hours. All the curricular and extra-curricular activities can be managed effectively through participation of the teachers in the decision-making process. There are rare chances for mistakes. Construction's decisions can be written or unwritten form (Tripathi & Reddy, 2002). It is concluded that the programmed and structured decisions are the easiest to implement for the head of the educational institutions. The policies making are also the better form of structured and programmed decisions. Due to programmed decisions, it can be easy to evaluate the performance easily. Somech (2010) suggested three levels of decision making. They are at individual level, group level and organizational level. The individual level is related to those actions that are performed within a classroom environment, it includes teaching methodologies, teachers' interest in class, behavior of tutor and many more activities that are done in classroom environment.

The decisions are based on the formal and informal, structured and unstructured according to the situation. The decisions are comprised of the related any present problem or for the future planning, these decisions are considered as a programmed or non-programmed. (Knezevich, 1969). The programmed decisions are based on the routine activities. The decisions are made with proper procedures. Programmed decisions work daily. The problems which are faced during the job hours, it tried to solve out within no time. Programmed decisions are also called structured decisions. These decisions can be taken during the daily routine hours. On the other hand, non-programmed decisions are worked in the same style. These are also called non-structured decisions. There is rare chance to use non-structured decisions in any organization, because the rules and regulations are not clearly defined. On the other hand, structured decisions are used in institutions. The rules and regulations are clearly defined in structured decisions, and it is the easy source to judge the procedures. The head of the organizations also focus on the structured decisions and easy source to implement. In this way all the employees are aware about the decisions and rules & regulations (Okumbe, 1998).

**Teachers' Involvement in Administrative Role**

Planning performs an essential factor in achieving the organizational objectives. It is the strategy before the implementation of the rules and regulations. It also provides prescheduled instruction on how to perform standardized activities. All the members follow these instructions for performing the institutional activities. The decision-making participation of the teachers makes these activities successful (Maria, 2007).

**1. Planning**

The planning is a strategic factor in the improvement of the institution. It is considered an essential step for the aim and objectives of the organization. To achieve these objectives curriculum is the first stair. The teaching policies, approaches and assessment are the basic organ of planning. To achieve all these objectives the participation is essential because the

tutor involves all the actions that are related to classroom environment (Adane Tessera, 2002; Somech, 2002). The head of the educational institutions cannot perform every action in a well manner way, without consulting the tutors. The head of educational organizations always put a space for tutors to involve them in all actions. All the actions need the will of the head because all the actions are done by the tutors within the educational organization that are associated with teaching methods, teaching strategies and decision making that what to do, when to do and how to do (Mualuko et al., 2009).

## 2 Curriculum and Instructions

The teachers not only perform their activities in classroom, also participate in all the curricular and extra-curricular activities within the organization (Tripathi & Reddy, 2002). For the development of the curriculum, the teacher's participation plays a positive contribution. For its development not only focused on the contents of the course but also the instructions and activities which include during the teaching-learning process. Thus, the teachers know better how it can be more effective for the students (Mekuria Abera, 2009; Newcombe & McComick 2001).The curriculum is an essential part of learning activities. It is considered the main source for getting educational objectives. The tutors made many fruitful suggestions to their pupils during lecture. The tutors know that what kinds of abilities are required to develop the skills of the pupils. That's why the involvement of tutors acts an essential role in the decision-making process of curriculum (Algoush, 2010).

## 3 Rules and Regulations

The leader suggested what kind of rules are beneficial for policy making and how to impose these rules and regulations. All these actions are done through a hierarchical system (Smylie (1996). The contribution of tutors in policy making had a played a positive role. It is said that the rules and regulations are made by own for the implementation of the better result. In every organization the policies and rules & regulations are made by the organizational members, so they focus on the needs of the organization as well as their own needs. The policy makers design policies that are fruitful for both teachers and educational organization (Melaku, 2011). Every policy needs a guideline of tutors. It is known as the basis of educational organization. It is an essential part of management. The management's main objective is to make the policies based on long-term objectives and short-term objectives. In all these actions that are taken by management the role of teacher is not to be ignored. (Newcombe & Cormick, 2001).

## 4 Discipline and Students Affairs

Handling the students' inquiries individually is the best source to develop confidence among learners. The involvement of the teachers in students' affairs and school planning enhances the abilities and achievement of the students. The students at the secondary level are satisfied with the school discipline and handle the voice of the students. The lack of school policies creates misunderstanding and negative effects among the students. As a result, they can fail to achieve the maximum grade in the academic field. The teacher's participation in the school policies and handling the students' affairs effectively enhance the quality of the organization. (Thomas, 2002). The student's affairs and the school discipline are an important factor to develop the growth and quality of the institution. Maintaining discipline between the employees and the students is considered the plus point for good governance. The teachers are directly involved in students' affairs like as curriculum and extra curriculum activities. The teachers try their best to maintain discipline in the class as well as in the extra curriculum activities. The judgment of the quality of the institution directly depends upon the discipline of the organizations (Kamat, 2008).

## METHODOLOGY

The purpose of the study was to find out the difference of opinion between public and private secondary school teachers in Pakpattan. This study was descriptive in nature based on quantitative research while casual comparative research design was administered. The populace was composed of public and private secondary school teachers from Pakpattan 271 (public=131, private=140) respondents were selected as a sample of this study through simple random sampling technique. The self-administered questionnaire was used based on the related literature included in this research. The dimensions included in the questionnaire were scheduling, syllabus and directions, guidelines and rules, Discipline and Students' Affairs, institutional building, revenue production and budgeting. A survey method was applied to collect data by using questionnaire. The five points Likert scale 1. SDA to 5. SA was used to collect data from respondents through survey methods. The 350 questionnaires were distributed to the respondents in which 283 (Public=145, Private= 138) questionnaires were returned those were usable for this study. The return rate was approximately 80% which was appropriate to conduct the study. To analyze the reliability the Cronbach's Alpha Coefficient was applied which was greater than 0.7. To analyze the research objectives proposed in this study, it was used Statistical Package for Social Sciences (SPSS) through descriptive statistics (Mean and Standard Deviation) and inferential statistics for example, independent sample t-test to investigate the significance difference between public and private teachers' opinion and ANOVA was applied to analyze the significance difference among the teaching experience of the respondents.

## FINDINGS

Table 1: *Descriptive Analysis of the dimensions about Involvement in Administrative Role*

| Dimensions | M | SD |
|---|---|---|
| Planning | 3.40 | .96 |
| Curriculum and Instructions | 3.54 | .89 |
| Rules and Regulations | 3.49 | .92 |
| Discipline and Students' Affairs | 3.56 | .87 |
| Institutional Building | 3.30 | .98 |
| Income Generation | 3.04 | 1.03 |

*Overall M = 3.38, SD = .94*

To evaluate the level of secondary school teachers about the variable teachers' involvement in administrative role. Statistical findings show that the mean of the dimensions was from 3.04 to 3.56 and overall mean = 3.38. It means the respondents agreed about all the dimensions and study construct.

Table 2: *Comparison between public and private teachers about Involvement in Administrative Role (Public= 131, Private= 140)*

| Statements | Public | | Private | | t | df | Sig |
|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | | | |
| Planning | 3.70 | .96 | 3.53 | 1.05 | .02 | 189 | .30 |
| Curriculum and Instructions | 3.53 | 1.15 | 3.48 | 1.33 | .05 | 189 | .51 |
| Rules and Regulations | 3.61 | 1.03 | 3.07 | 1.26 | .36 | 189 | .01* |
| Discipline and Students' Affairs | 3.59 | 1.17 | 3.01 | 1.50 | .73 | 189 | .00* |
| Institutional Building | 2.97 | 1.25 | 2.82 | 1.36 | .26 | 189 | .47 |
| Income Generation | 3.05 | 1.29 | 2.98 | 1.75 | .10 | 189 | .42 |

| *Overall* | *3.40* | *1.14* | *3.14* | *1.38* | *.25* | *189* | *.28* |
|---|---|---|---|---|---|---|---|

*Significance difference < .05*

To evaluate the difference between public and private school teachers about involvement in administration role. The findings did not indicate a significant difference regarding planning while public teachers' score was greater (M= 3.70, SD= .96) than private (M= 3.53, SD= 1.05).

To investigate the difference between public and private school teachers about involvement in administration role. The findings did not indicate a significant difference regarding curriculum and instructions while public teachers' score was greater (M= 3.53, SD= 1.15) than private (M= 3.48, SD= 1.33).


To find out the difference between public and private school teachers about involvement in administration role. The findings indicated a significant difference regarding rules and regulations because p value is less than .05 while public teachers' score was greater (M= 3.61, SD= 1.03) than private (M= 3.07, SD= 1.26).

To find out the difference between public and private school teachers about involvement in administration role. The findings indicated a significant difference regarding discipline and students' affairs because p value is less than .05 while public teachers' score was greater (M= 3.59, SD= 1.17) than private (M= 3.01, SD= 1.50).

To evaluate the difference between public and private school teachers about involvement in administration role. The findings did not indicate a significant difference regarding institutional building while public teachers' score was greater (M= 2.97, SD= 1.25) than private (M= 2.82, SD= 1.36).

To identify the difference between public and private school teachers about involvement in administration role. The findings did not indicate a significant difference regarding income generation while public teachers' score was greater (M= 3.05, SD= 1.29) than private (M= 2.98, SD= 1.75) and p value was greater than .05.

To evaluate the difference between public and private school teachers about involvement in administration role. The findings did not indicate a significant difference while public teachers' score was greater (M= 3.40, SD= 1.14) than private (M= 3.14, SD= 1.38) and p value was greater than .05.

Table 3: *ANOVA variance among the teaching experience of the teachers*

| | *sum of squares* | *df* | *Mean Square* | *F* | *Sig.* |
|---|---|---|---|---|---|
| Between groups | 1166.08 | 3 | 388.58 | 2.53 | .02* |
| within groups | 30891.89 | 195 | 157.51 | | |
| Total | 32057.88 | 197 | | | |

*Significance Level P>0.05*

To administer the difference opinion of the respondents regarding their teaching experience (1-5 Y, 6-10 Y, 11-15 Y, >15 Y). The statistical findings revealed that there was found a significant difference among these groups about involvement of teachers in administrative role of the teachers because p value was less than 0.05.

**Conclusion**

It was concluded that the respondents were agreed about all the statements of study variable about the involvement of teachers in administrative role. There was a positive difference was found between the gender of the respondents about the factor's rules and regulation and

students' affairs of decision-making whereas, the mean score of public-school respondents was greater than private respondents. Moreover, it was a positive difference found among the groups of teaching experience of the respondents.

**Discussion**

The higher authorities make some critical decisions in crucial situation so that to meet the present situation with effectively. There is not any institution in which the decision-making activities did not perform. It describes the three most important kinds of decision making in educational institutions. The one is the organizations stands always due to the strong decision making. The second one, the organizations ensure the authorities to make decision making for the organization. The third one, the decision-making process revolves around the all the existing employees of the organization. Al these decision-making functions fall in the same hierarchy. Thus, all these kinds of decisions making are direct effect on the employees of the organization. Moreover, previous research observed that the head of the educational organizations focus on the strong decision making and lay stress on the teachers' participation in decision making, because teachers direct associated with the actions, values and all the other members.

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