

Segregation of Teaching and Management Cadres: A Step towards Removal of Obstacles in Teaching-Learning Process

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Abstract

To enhance the teaching-learning process by removing obstacles, this study aimed to investigate the implementation of the decision to separate teaching and management cadres by the Khyber Pakhtunkhwa Elementary and Secondary Education Department. The department is divided into two main cadres: teaching and management. The separation of these cadres, initiated by the Khyber Pakhtunkhwa government in 19011, plays a crucial role in addressing barriers to teaching and learning. This study utilized a survey methodology with a questionnaire as the primary tool for data collection. The sample population included 3,026 primary school teachers, 754 headteachers, and 18 management and administrative personnel. Specifically, responses were gathered from 341 elementary school teachers, 254 headteachers, and 12 management and administrative personnel. A Likert-type three-point scale was employed, with the scale's validity verified by an expert committee and its reliability confirmed by a Cronbach's alpha score of 0.85. Data analysis was conducted using percentage calculations aligned with the research question. The findings indicated that separating the teaching and management cadres has effectively reduced barriers to the teaching-learning process. Consequently, it is recommended that the distinction between management and teaching cadres be maintained to continue fostering an improved educational environment.

Keywords: Management, Teaching, Cadre, ADO, EDO, DDO, Headteacher

Introduction

Teaching and management are always considered as an important and vital part of teaching-learning process in all over the world especially in Pakistan. The government of Khyber Pakhtunkhwa has taken the decision under the Institutional Reform Program (2003), Department for International Development (2005) and National Education Policy (2009) to segregate the teaching cadre from management cadre for its better functioning. How far this decision was result oriented? The province government has a long history of separating the administration and teaching cadres in the education department. A new system was being developed with the intention of raising the province's educational standards. On the advice of the Provincial Public Service Commission, the government hired EDOs, District Officers, and ADOs (Male & Female) for the management cadre as part of the separation strategy. The recently appointed executives put up a lot of effort and demonstrated their effectiveness and capacity to improve the current educational system. Segregation of teaching and management cadre rule was introduced by provincial government in 2009 and then revised it on April 7, 2011. The first EDO appointments under this regulation took place in 2011. The Public Service Commission of Khyber Pakhtunkhwa made this selection of 21 EDOs. Its primary goal was to detach management from the teaching cadre so that qualified education managers working full-time could concentrate on

managing education. This project will significantly contribute to efficient governance in the field of education. What opinions do educators, head teachers, etc. have on this matter? Whether or if this choice was a wise one?

I.1. Statement of the Research Problem

Teaching and its management are correlated dimensions of schooling. But it is a difficult task to be expert in these both dimensions simultaneously. Each one of these requires experts. So both these can be performed in a better way. A joined cadre was performing both these tasks. For the 1st time in the education history of Khyber Pakhtunkhwa, both these cadres were segregated/separated from each other in 2011 which was perceived by different people in different perspectives. The major purpose of the study is to investigate the role of the implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department for removal of the obstacles in teaching-learning process.

I.2. Purpose of the study

Schooling is a combination of teaching and management. Some people will be teachers while others will be managers at the same time or people may be teachers at one time and be managers at the other time. Both these situations are possible but which one is most effective? This is the main focus. The major purpose of this study is to investigate the role of the implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa in teaching-learning process.

I.3. Significance of the Study

This study would give guidelines to the policy makers and high authorities of education department in Khyber Pakhtunkhwa regarding the future activities of administration, teaching and learning to become more acceptable. The result of this study might be significant to assist the policy makers and authority at the higher level to take more initiative in the elementary and secondary education which may help improve literacy rate of the province in particular and the whole country in general.

I.4. Objective of the Study

To investigate the role of the implementation of the decision of segregation of teaching and management cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa for removal the obstacles in teaching-learning process.

I.5. Research Question

What is the role of implementation of the decision of segregation of teaching and management cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa in the removal of obstacles in the teaching-learning process?

2.Literature Review

To manage, forecast, plan, organize, command, coordinate, and control" is the definition of management. The art of management is recognizing what has to be done and making sure it is done as efficiently as possible. The process of handling or exerting control over objects or people is known as management. The main goal of management is to ensure that the organization's job is executed effectively and efficiently. It usually focuses on the organization's daily operations, with a major focus on completing the task at hand. In the process of teaching and learning, management has an essential role. CEO who fulfils a variety of incredibly intricate and multifaceted duties, such as those of a leader, educator, manager, coach, psychologist, philosopher, security officer, mentor, diplomat, social worker, public relations director, etc. Along with managing the entire school's administration, it coordinates and collaborates in extracurricular and curricular activities to provide instructional leadership. As instructional leaders, principals hold crucial roles in organising, supervising, monitoring, assessing, evaluating, and sharing up-to-date knowledge on issues and problems in education as well as the

majority of contemporary teaching methods with teachers in order to promote scholarship and best practices in curriculum delivery (Joshua, 2012). The academic process of teaching involves inspiring students to learn in ways that have a long-lasting, significant, and beneficial impact on their attitudes, behaviours, and thoughts. In weak state environments, teacher management is a crucial governance issue, particularly in places where years of conflict and instability have wrecked the educational system. One of the biggest challenges facing governments and their supporters in education is making sure there are enough teachers in the classroom. Governance challenges include keeping these teachers employed, making sure they continue to grow professionally, and adding more teachers to meet the rising demand for education while also paying attention to fair issues when assigning teachers to different areas, both rural and urban (Kirk, 2007). The school management is in charge of creating the overarching policies and making sure the school runs well. The practice of coordinating staff activities and making optimal use of resources in order to effectively foster the development of human traits is known as school management. It is not just about kids and teenagers; it's also about adults growing up and, in particular, about the school growing and developing (Dalin, 2005). The general teaching cadre provided the officers at the District level and the Directorate of Elementary and Secondary Education. It was noted that these policemen were unable to give their utmost efforts for a variety of reasons. In order for managers to fully concentrate on administration, oversight, and monitoring and for instructors to concentrate solely on instructional activities, it was thought necessary to divide the teaching and management cadre. The province government first introduced the segregation of teaching and management rule in 2009, then on April 7, 2011, it was updated. The first EDO appointments under this rule were made in 2011. The Public Service Commission of Khyber Pakhtunkhwa selected these twenty-one EDOs. Its primary goal was to detach management from the teaching cadre so that qualified education managers working full-time could concentrate on managing education. Effective governance in the education sector will be greatly aided by this endeavour (Mustafa, 2012). Before the two cadres split apart, managerial posts. But workers with teaching expertise alone are ill-prepared to carry out the duties assigned to education service managers. Teaching cadre school principals were typically selected as EDOs and, as a result of pressure from top education department officials and elected members of ruling parties, frequently relieved of their positions and returned to their schools. The Government of Khyber Pakhtunkhwa changed the NWFP Civil Servants Appointment, Promotion & Transfer Rules, 1989 in April 2011 by separating the teaching cadre from management cadre, in accordance with the proposal given in IRP (2003), DFID (2005), and National Education Policy (2009). From Executive District Officers (EDOs) upward, the Khyber Pakhtunkhwa Elementary and Secondary Education Department's government has announced openings for a variety of managerial cadres. The Khyber Pakhtunkhwa Public Service Commission chose these officers. To eliminate the fear of transfer among EDOs and guarantee efficiency and smooth operation in offices, the government implemented the Management Cadre and outlawed the transfer of EDOs back to schools. Streamlining operations in the EDO offices and the Elementary & Secondary Education directorate was the goal of the creation of the management cadre. Its primary goal was to detach management from the teaching cadre so that qualified education managers working full-time could concentrate on managing education. The Local administration Ordinance LGO (2001) transferred all power for secondary level teachers to the district administration. Before this delegation, the DEO was in charge of all teacher supervision and assessments (Shaheen, 2013). The DDEOs helped the DEO at the Tehsil level, the AEOs at the Markaz level, and the LCs at the Union Council. In accordance with this ordinance, the ADOs, DDEOs, and AEOs have been requisitioned to handle general supervision and evaluation responsibilities, while the EDO has been designated as the supervisory power-house (World Bank & DFID, 2005). On paper, the aforementioned consignment is theoretically specified, but in practice, there are no precise job descriptions, which obscures each person's allocated tasks.

Moreover, studies on this topic were carried out in the Punjab and KPK regions, where performers cast in roles that were similar to or overlapped with one another and found discrepancies between them, such as the tension. The performers listed above have not had their roles reconstructed, and they are denigrated because of the relegated framework that creates an excessive amount of tension. The district's education department is divided into even divisions depending on educational attainment, which complicates and impedes the work of theme responsibility segregation (World Bank & DFID, 2005).

3. Methodology

3.1. Research design

According to Creswell (2012), mixed method research is a methodology that combines quantitative and qualitative components. It is the process of gathering, evaluating, and combining quantitative and qualitative data in order to solve a research topic. The researcher collected data using a straightforward survey technique. The method of random sampling was applied. Primary educators, head teachers, and administrative officers in the Nowshera district provided the data. The researcher employed two 3-point Likert-type scales: one for elementary teachers and another for head teachers (Gay, 1996).

3.2. Population

All headteachers and teachers in government primary schools, both male and female, were the study's target demographic. There are a total of 3026 elementary teachers (male and female), comprising of 1755 male and 1271 female teachers. In the District of Nowshera, there are 754 headteachers overall, 426 of them are male and 328 of whom are female. The researcher conducted in-person interviews with nine male and nine female management and administrative officers in District Nowshera.

3.3. Sampling technique

There were 341 government primary school teachers in total among the sample of the study, comprising 198 male and 143 female primary school teachers. There were 254 head teachers in total among the sample, comprising 142 male and 112 female Government primary school head teachers. Twelve officers—six male and six female—were chosen at random from the entire population of eighteen (male and female) management officers.

3.4. Instrument

The researcher created two 3-point Likert-type scales: ten items for headteachers and fifteen items for primary teachers. There are three possibilities on this modified 3-point Likert scale. That is, agree, disagree, and not sure.

3.5. Validity & Reliability of the Instruments

Validity

Two surveys, one for head teachers (male and female) and the other for school teachers (male and female), were created. For the purpose of validating the questionnaires, a supervisory group of experts was engaged. Certain items were added and some were rephrased in light of the validation committee's guidelines. A semi-structured interview with the management cadre was arranged, and the instrument was refined for increased reliability during the pilot phase. The interview schedule's wording was changed to reflect the management officers' needs and understanding.

Reliability

A pilot test was performed to evaluate the instruments' dependability. The validity of the instruments was assessed in the context of these recommendations. Cronbach's Alpha coefficient for the questionnaire's overall reliability was 0.85. A statistical technique called Cronbach's Alpha is typically used to gauge reliability or internal consistency. One of the most significant and widely used statistics in studies concerning the creation and administration of tests is Cronbach's Alpha. SPSS was used to

enter the data gathered for the pilot test from the aforementioned groups. Cronbach's Alpha was used to evaluate the internal consistency of the items in the questionnaires in order to assess their reliability. This result showed that all of the items had a strong correlation with one another.

3.6. Data Analysis

When the researcher visited the schools in person, she gave the respondents all of the instruments and gathered all of the data. Two questionnaires: one for the primary school head teachers in the Nowshera area, and another for the teachers. These surveys used a three-point Likert scale with three possible responses: agree, disagree, and not sure. Conversely, interviews were conducted with management officials ranging from EDOs to ADOs. After being examined independently, the two sets of data were combined for interpretation. The information was analyzed and summarized, to look into how the teaching-learning process is affected by the Elementary and Secondary Education Department in Khyber Pakhtunkhwa's implementation of the decision to separate teaching and management cadres.

Table 3.1: Overall impact of the decision regarding obstacles of segregation teaching and management cadre.

Agree No	Disagree		Undecided		No	
	N	%	N	%	N	%
254	130	51.18	105	41.33	19	7.48

Table 3.1 demonstrates that 51.18% of head teachers concur with the choice. They believe that the decision to separate management and instruction was a wise one that has enhanced the overall performance of the institutions. Future generations will also benefit from this decision in terms of advancement and opportunities. On the afore-mentioned matter, 41.33% of head teachers disagreed and 7.48% were unsure.

Table 3.2: Achievement of objectives of teaching and learning process, after the segregation of teaching and management cadre.

Agree No	Disagree		Undecided		No	
	N	%	N	%	N	%
254	144	56.69	77	30.31	33	12.99

Table 3.2 demonstrates that 56.69% of head teachers reported that the goals of the teaching and learning process had been met following the decision to separate the teaching and administration cadres. 12.99% were still unsure, and 30.31% disagreed. Based on the figures, it was determined that most teachers approved of the choice.

Table 3.3: Perceptions of headteachers in reduction and equally distribution of working load, after the decision of segregation of teaching and management cadre.

Agree No	Disagree		Undecided			
	N	%	N	%	N	%
254	115	45.27	104	40.94	35	13.77

According to table 3.3, 45.27% of head teachers believe that the workload has been split fairly among all staff members and has significantly decreased. Following the government of the KP elementary and secondary education department's decision to divide the teaching staff from the administrative cadre.

Nevertheless, following the separation decision, 40.94% of head teachers disapproved, and 13.77% were unsure. The agreement percentage displayed in the above table indicates that this subject has a lot of support.

Table 3.4: Headteachers analysis about positive effect on the decision of segregation teaching and management cadre on the overall education programmers.

Agree No	Disagree		Undecided			
	N	%	N	%	N	%
254	160	62.99	65	25.59	29	11.41

According to table 3.4, 62.99% of head teachers stated that professional issues are being resolved more so now than they were before to the above decision's implementation. The working environment has been enhanced, and every concern is taken into account. Merely 25.59% of the participants expressed disagreement with the assertion, while only 11.41 % of head teachers were unsure. The majority of teachers agreed on this subject.

Table 3.5: Headteachers' views in reduction of the political interference and nepotism, after the decision of segregation of teaching and management cadre.

Agree No	Disagree		Undecided			
	N	%	N	%	N	%
254	123	48.42	105	41.33	26	10.23

According to table 3.5, 48.42% of head teachers stated that political influence and meddling had been significantly reduced as a result of the decision to separate the teaching and administration

cadres in the elementary and secondary education departments. All the stakeholders involved in this decision—teachers, parents, kids, education officials, community leaders, and CSOs—now have complete control over what they believe to be just and merit-based. Nonetheless, 10.23% of instructors are still unsure, and 41.33% of teachers disagree with the assertion. Regarding the comment, the majority of instructors thought it was a wise choice.

Table 3.6: Recognition of all education stake holders, after the decision of segregation of teaching and management cadre.

Agree No	Disagree	Undecided					
		N	%	N	%	N	%
254		155	61.03	65	25.59	34	13.38

Table 3.6 demonstrates that 61.03% of head teachers concurred that the work of instructors, head teachers, the education department, and other stake holders (primarily educators, parents, students, education officials, community leaders, and CSOs) related to education is recognized by the separation of the teaching cadre from the management cadre. Just 25.59% of head teachers disagreed with the decision, and 13.38% of teachers were unsure. Thus, the majority of instructors supported the choice.

4. Results & Discussion

4.1. Summary of Findings

On the basis of research question, following findings were made.

1. The obstacles have been successfully removed to larger extent.
2. With the implementation of new teaching and learning approaches, training, and refresher courses, the process of teaching and learning has improved.
3. The general performance of the schools has improved since the working circumstances were more agreeable, the setting was better for teaching and learning than it was previously, and education officers visited the schools more frequently.
4. The academic atmosphere is more favourable and the schools have undergone improvements. The working plan became structured and methodical as a result of the prompt resolution of teachers' professional issues, which also enabled management and teaching cadres to be held accountable.
5. As a result of this choice, the staff's burden has been much reduced and political pressure, nepotism, and interference have been greatly reduced. Teachers received recognition.

4.2. Conclusions & Recommendations

After considering the results and deductions, the following suggestions were made. The program has raised the general public's level of comprehension and knowledge of the value of education. When the decision is carried out in letter and spirit, the initiative's genuine benefits will become apparent in the years to come. It is advised that the segregation be maintained since the study's conclusions showed that the choice to separate teaching from management cadre in the KP elementary and secondary education department had a significant positive impact on reducing barriers to instruction.

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