UNIT 9 MANAGEMENT PROCESS AND THE TEACHER

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9.1 INTRODUCTION

We have chosen the teaching profession as a career. Many of us have a fairly good idea of the role of a teacher and his/her functions. We are also aware that the job of a teacher has changed immensely in the last decade or so. Teaching is not what it was. Expectations of teacher's job have changed. His job also includes now a number of different managerial functions. A teacher needs to have a deep insight and thorough knowledge of the various management processes of a school. Decision-making is one of the important management processes. The involvement of teachers in decision-making assumes special significance as teachers, like planners or architects, are continuously involved every day in making innumerable practical, small and big decisions, which are of great importance for students, colleagues and management. The total involvement of students in decision-making also goes a long way in realising organizational goals. In this unit, we will gain a deeper understanding of different management processes, different types of decision-making techniques and of involvement of teachers and students in decision-making processes.

9.2 OBJECTIVES

At the end of the unit, you will be able to:

- define management processes;
- enlist various management processes in a school;
- explain the meaning and concept of decision-making;
- describe Brainstorming technique;
- describe Delphi technique;
- identify various draw-backs of different decision-making techniques;
- describe the role of a teacher in decision-making; and
- describe the role of pupils in decision-making.
9.3 MANAGEMENT PROCESSES IN THE SCHOOL

In order to understand the various management processes in a school and their uses, let us first try
to understand the meaning of management processes.

9.3.1 Meaning of Management Processes

Management processes are those processes which are performed by managers. We invariably come
across managers who are involved in planning, organizing, directing, motivating, controlling and
decision-making. These processes are also called organizational processes because they go beyond
an individual manager and affect the entire organization.

We are well aware that teachers carry out their work on a day-to-day basis in conditions of
endless variety, disturbances and sometimes even unpredictability. Let us take the example of a
teacher’s typical functions which could be that she/he

- formulates a plan of action (for carrying out instructions) of a year, a month or a day,
- organizes a debate in a class,
- motivates learners by giving positive reinforcement on their efforts,
- decides on the audio-visual aids to be used while teaching a particular topic,
- directs students for assignments and projects, and
- measures and monitors performances of students and takes corrective action as and when
  required.

If we examine the above list closely, we can easily conclude that the above functions involve, directly
or indirectly, basic management processes i.e. planning, organizing, motivating, decision-making,
directing and monitoring. These are the various management processes which are undertaken in
school and in the absence of which no school can function effectively. Now let us study in detail these
management processes and their importance in a school setting.

9.3.2 Different Management Processes in the School

Planning

Importance of planning in schools has been generally recognized by all. Without planning there is
very little scope for intelligent and directed activity. Planning is an essential component of any kind
of meaningful activity to take place in a classroom or outside. As teachers, we need to understand that
there has to be a systematic, organized and an articulated scheme of working. Although planning may
not be a solution for all foreseeable and unforeseeable problems, it is an extremely useful exercise
to be undertaken by all teachers. Planning can be thought of at the beginning of the week, or the day,
to list things that they have to do and spend some time thinking about the actions to be taken, problems
to be solved, decisions to be made, and the relative priorities that should be attached to these activities.

Some of the planning activities which teachers carry out are:

i) planning on what to teach and how to teach the content
ii) lesson planning
iii) planning out co-curricular activities for the semester or annually, and
iv) allocating the emphasis to be given to unit/topic/lesson, i.e. whether the topic has to be dealt
   with in detail or cursorily.

Organizations

Schools have to develop as an organization where work gets done effectively and efficiently. This
means responsibilities have to be defined and relationships have to be developed. The essential
element is people: what they do and how they work together. In the present times, fluidity and
flexibility are becoming increasingly the norms for organization. Therefore, schools can no longer remain static institutions. In spite of the fact that a teacher is in a constant state of flux, he/she has very little scope to organize or reorganize the school. But this may not always be true as there is usually some room for reallocating responsibilities in relation to changing circumstances. In determining a teacher’s responsibility for organizing any activity in a school, the basic elements to be considered are to:

i) define the purpose and objectives,
ii) analyse and identify activities or tasks required to meet these objectives,
iii) allocate related activities to individuals,
iv) group related activities logically,
v) provide for management and co-ordination of activities at each level of responsibility, and
vi) establish a reporting and communication channel.

In order to have further clarity on this approach to organization, we can take the example of a teacher who is in charge of organizing a cultural programme for the school annual day.

The organization of the activity would involve:

i) determining the nature and sequence of various activities,
ii) defining the role of different teachers in charge of different items for the programme,
iii) defining the role of students who are directly participating in any item,
iv) dividing the school into primary, secondary and higher secondary levels and defining the responsibility of the supervisors at each level,
v) deciding on the school staff required and help from community, office staff, principal, vice-principal, parents, industry, etc., and
vi) establishing a basis for co-ordinating and controlling operations through regular meetings and reporting systems.

Direction

Direction is an important function of management and other processes like planning, organizing etc., will not succeed if proper direction is not there. Direction involves getting the work done through instructions and orders. For getting the work done individuals have to be supervised, motivated and communicated with. The ultimate aim is to see that work is accomplished according to policies and programme and given instructions. To realise the goals of an organization, communication has to be in a language which is unambiguous and clearly understood. Adequate guidelines have to be provided to get the work completed in time. Let us take the example of teachers who are employed in schools with a view to achieving objectives which will contribute to the attainment of the overall mission and goals of the organization. To do this they have to direct operations and therefore individuals (which includes pupils) towards meeting these requirements. Providing a sense of direction is a key managerial task to which we also have to add motivation to ensure that people move towards the desired goals. Directing involves exercising leadership motivating people, determining accountability and developing guidelines for action. For example, if a group of students is going on a botanical study tour, the objectives will not be met unless the teacher gives proper direction which includes the above components.

Motivation

Motivation plays a major role if we want people to move in the right direction and do what they are expected to do. A teacher in a classroom can get any work completed to satisfaction if learners are adequately motivated. A teacher has not only to motivate students who have a low level of
interest but also has to nurture the interest of the already motivated learners. A teacher can achieve this by:

i) adopting a positive attitude towards learners instead of a fault finding one,
ii) giving positive reinforcement i.e. appreciation and encouragement,
iii) making academic and non-academic activities in a classroom relevant, meaningful and joyful,
iv) giving assignments and project work to students of different abilities and potentials so that they can work at their individual pace,
v) involving students in discussion and in activities that call for collaboration, co-operation and communication among students,
vi) responding to student queries and problems in an encouraging manner, and
vii) making the teaching-learning process an experimental one, so that learners can identify with what is happening outside the classroom.

Controlling

Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. It indicates how far the goals have been achieved and to what extent there is deviation from the plans. The basis of control is measurement. It depends on accurate information and feedback about what is happening compared with what should be happening. In other words, we can say that control deals with the difference between planned and actual performance.

As a teacher you will be given total responsibility for all that happens within your command. You cannot delegate that responsibility; in fact you will have to try and monitor everything that goes on the classroom and outside.

Monitoring performance of your pupils will be your main responsibility. In order to exercise effective control teachers need to:

i) plan what they aim to achieve,
ii) measure regularly what has been achieved,
iii) compare actual achievements with the plan,
iv) take collective measures to ensure that deviations do not take place,
v) take action to improve performance.

On an individual basis also, teachers need to monitor their own performance against objectives or standards that have been set for them. We are now going to study in detail the meaning of another management process i.e., decision-making. We shall discuss the use and importance of the decision-making process and decision-making techniques for teachers.

We have to remember that various processes described in this unit constitute no more and no less than an orderly and disciplined approach to the management by teachers of a variety of uncertain, unpredictable and changing situations. Teachers spend a lot of their time dealing with immediate events. They do not consciously divide their day into distinct phases of planing, organizing, motivating, directing, controlling and decision-making. They carry out these processes as and when required. These tasks often overlap. However, to maintain a momentum in the direction in which they need to go, teachers must from time to time deliberately sit back and make and review plans, reconsider the way in which they organize their work, decide what needs to be done to increase motivation or commitment, and monitor progress towards already set goals. These processes provided the framework within which teachers exercise their skills to deal with different situations.
Check Your Progress

Notes:  
a) Space is given below for your answers.  
b) Check your answers with those given at the end of this unit.

1. Explain the meaning of the term ‘management processes’ in about six lines.

2. Given below are a few activities of teachers. Tick those which are involved in the management process.
   a) Teacher maps out the teaching points in his mind in a logical and sequential order.  
   b) Giving instructions and a set of guidelines to students to make a revisional assignment.  
   c) Praising those students who perform well in the group discussion.  
   d) Taking remedial measures to improve performance of weak students.  
   e) Choosing the most appropriate audio-visual aid for teaching ‘Living and Non-living Things’.

9.4 DECISION-MAKING : THE CONCEPT

In order to understand what we mean by decision-making, let us try to understand the term ‘decision-making’ in greater detail and the different stages of the decision-making process.

9.4.1 Meaning of Decision-making and its Importance

Decision-making is an essential function of management. Decision-making is defined as the selection of one course of action from two or more alternative courses of action. Thus decision-making actually means choosing between alternatives. George Terry defines it “as the selection based on certain criteria to select one appropriate alternative out of two or more alternatives”. The Webster dictionary defines it “as the opinion framed in one’s own mind to take a particular course of action”. Decision-making is actually a part of problem-solving. There would be no decision for teachers to make if there were no problems. On making a decision, the matter is closed. The decision also serves as a rule for the future. Deciding implies that we make a choice from several of many possibilities. It is the determining of what is to be done rather than actual doing. It is the process of choice which leads to action. A teacher makes a number of decisions in his/her different spheres of activity. For example, each time a teacher chooses a particular methodology to teach a specific content matter, he is taking a decision.

The decision-making power for teachers has a special significance. In fact, as teachers it is impossible for us to imagine what would happen in the absence of decision-making. It would undoubtedly lead to chaos and confusion and duplication of efforts. Decision-making controls the entire activity of an organization and lends clarity to different tasks to be carried out.
9.4.2 Decision-making Process

We find that the decision-making process is a normal process which we use everyday; every time we order a meal or choose a dress we take a decision. Sometimes, it may so happen that decisions get influenced by emotions, power, politics, influence of other people, and the decision-maker’s own biases and values. However, this does not always mean that the decision arrived is irrational. The total personality a person is involved: knowledge, imagination, attitudes, judgement, and so on.

The process of decision-making comprises seven distinct and separate steps. These are indicated below:

![Decision-making Model]

Fig. 1.1: Decision-making Model

The processes are interrelated, each influence the other. For instance, the implementation of the decision-making may lead to a change in definition of the problem.

Step I: Definition of the Problem

This initial phase consists of searching the environment for a problem which calls for a decision. An individual has to undertake this activity to resolve the tensions created by a situation that hampers a normal course of activity. We have to make sure that the problem is clearly defined or even that no amount of efforts will yield the desired results. The diagnosis of problem has to be correct. Sometimes, it may so happen that poor decisions are the correct solutions to the wrong problems and they are considered poor because they do not contribute to the realisation of stated goals. A good way of getting behind the problem is to ask the question why. Why have the results of the class gone down? Why is students’ attendance poor? Though this approach involves listing all causes and is, therefore, time consuming, nonetheless it is better than solving the wrong problem. When we take the help of others in solving problems, it may be necessary to restate the problem in terms which are intelligible to those who are asked to participate.

Step II: Collection of Information and its Analysis

The situation needs to be surveyed and the relevant information collected. In dealing with people this information may have to include opinions, attitudes, feelings, prejudices, etc. which influence behaviour. In many instances, we have to gather facts or information which is not available with us. However, there are two kinds of problems which do not require any gathering of additional
information. First, there are those problems that clearly fall within the scope of existing rules and policies. These problems are generic which means that they can be solved through a rule, policy or principle. For example if a school Principal has to grant ‘leave without pay’, all he has to do is to look into the existing school policies. The second type of problems which does not require gathering of any additional information are those which fall within the decision maker’s range of experience. The decision maker may possess, as a result of past experience and training, the information necessary to make a decision. For situations that do not fall within the range of existing policies or with the decision makers range of experience, it is necessary to acquire additional information.

Step III: Interpretation of Information

The step involves proper classification of the information we have gathered. All the gathered information may not be useful to us. We need to separate the relevant from the irrelevant and decide the weightage to be given to each piece of information. Since the information gathered can never be complete in all respects, some assumptions may have to be made. We have to be careful and logical and try to be as objective as possible while doing this and make sure that our own prejudices do not interfere.

Step IV: Development of Alternate Solutions

The development of alternatives is usually regarded as the central step of the decision-making process. After we gather and interpret information, a number of possible solutions or alternatives come into being. During this step, some solutions to the problems suggest themselves. Very often we can combine different solutions and arrive at a better one.

Step V: Selection of the Best Solution

The selection of the best solution is making a choice between two or more alternatives available to us. Here, we have to keep in mind the short term and long term effects of each possible solution. Making the correct decision about a solution is not an easy task. There is often an element of risk involved because the environment is changing and the information we desire may be incomplete or unavailable. Because of the difficulty which we face in selecting the best decision, we have to ask ourselves three important questions:

i) To what extent will the objectives be achieved by the choice we have made?

ii) Does the decision represent the maximum degree of economic effectiveness? This means that there has to be maximum utilization of all available resources as anything less that would not contribute toward maximum economic effectiveness.

iii) Is the decision that has been made capable of being implemented? Here we want to know whether it is possible to develop a plan to make the decision effective.

Step VI: Implementation of the Decision

In this step we convert the selected decision into an action or a sequence of actions. The timing has to be considered as to what is the best time to implement the decision. We have to understand that the decision we have made, when translated into action, may create additional problems which will demand solution and therefore new decisions. The decision made has to be communicated in clear and concise terms and has to be intelligible to those who will translate the decision into action.

Step VII: Evaluate Effectiveness of Decision

It is always wise to evaluate from time to time, the effectiveness of the decision made. We can compare the actual results with the ideal results expected from the decision. At this juncture we all have to ask ourselves a number of questions:

i) Are the stated objectives being achieved?

ii) Have the resources been utilized efficiently?

iii) Has the decision led to other problems which require a solution?
9.4.3 Group Decision-making Techniques

In a formal organization like the school it is rare for an individual to complete the entire decision-making process without functioning as a member of a group. There are a number of situations when a single individual is assigned the task for solving a specific problem, still we find that the execution of decisions requires the participation of others. Group decision-making assumes special significance because the involvement and commitment of the members is needed. The wide range of knowledge which is shared by group members is of great benefit for the definition of the problem and identification of possible alternatives. A variety of perspectives on a problem is provided by people. Further participation in decision-making usually results in a better understanding of the decision reached. However, there are some clear disadvantages of the group decision-making process. In a formal organization the relationship between superior and subordinates may not result in any real participation on the part of the subordinates. Very often, a proposed solution may be accepted without a thorough evaluation of its quality; simply because there is a consensus favouring that solution. On many occasions members of groups become engrossed in winning the argument rather than seeking the highest quality decision. In such a situation, apart from no clear cut decision emerging, there is considerable loss of time and resources.

We find that those decision-making techniques which trigger creativity, motivation and acceptance are lagging far behind. At the same time creativity and acceptance are really required to solve the basic problems in any organization. Let us study in detail the creative techniques like Brainstorming, Delphi and Nominal Group Technique.

Brainstorming

The brainstorming technique was developed by Alex. F. Osborn and is used in all situations where there is a need for a large number of new solutions in order to answer any particular problem. The meaning of "brainstorming" is that the brain storms a particular problem and in a commando fashion to attack the same objective.

We first have to create an atmosphere which is conducive for free flow of ideas. To obtain maximum creativity in brainstorming technique, the following rules/suggestions have to be followed:

i) The brainstorming session may last between 40 minutes to 1 hour. Even short sessions of 10-15 minutes duration can be effective.

ii) A small conference table can be used to allow people to communicate with each other easily.

iii) The problems should be clearly stated. They should not be too broad. For e.g. a problem could be ‘less participation of student in co-curricular activities in Vidya Niketan School’.

iv) The problem should not be revealed before the session. An information sheet or suggested reference material on a selected subject should be used if prior knowledge of a general field is needed.

v) When ideas are given, no judgement or evaluation should be made. Criticism should be withheld till later in the day.

vi) Freewheeling is appreciated which means, the wilder the idea the better it is. The reason behind this is that it is easier to turn down ideas than think them up.

vii) Quantity is wanted. The greater the number of ideas, the better it is.

viii) Combination and improvement are sought. In spite of contributing ideas of your own, improvement of other peoples’ ideas are sought turning them into better ideas or how two or more ideas can be joined into other ideas.

ix) Ideas should be recorded on a flip chart, blackboard or recording machine.

x) Group members should belong to diverse background helps. If we have a balance of highly active and quiet members and mixed groups of men and women, it is often more effective.

xi) The group size can range from four to twelve, but six to nine are recommended.

Criticisms

i) Only very simple decisional problems are solved.
ii) Only superficial ideas are brought out.

iii) It is extensive but not intensive. The emphasis is on quantity, not on quality.

iv) It is time consuming and thus costly. In the school setting, 'brainstorming' technique can be used in solving very simple problems. Let us take the problem of 'absenteeism among teachers' or 'lack of discipline among students'. Here this technique can be used for the generation of ideas and deciding on the best alternative.

### Delphi Technique

The Delphi technique was first developed in 1950 by N.C. Dalkey and associates in Rand Corporation. It has been named after the oracle at Delphi in ancient Greece. Recently, it has become popular as a technique to help in making risk-uncertainty decision i.e. when long range forecasting or predictions have to be made. For example, if we want to predict the effect of a new innovation like the 10+2+3 system after a span of ten year, Delphi technique can be used. For example, it can also be used to find out the success of DPEP i.e. District Primary Education Programme after a span of 5 years. This technique may have variations but it generally works as follows:

i) A panel of experts is gathered on a particular problem from inside and outside the organization. These panel members do not have face-to-face interaction with each other.

ii) A carefully structured questionnaire is given to each panel member and each expert is asked to make predictions without revealing his/her name.

iii) With each subsequent round of questionnaire, feedback of opinion from previous questionnaire is provided to each member. This means that each panelist gets a composite feedback on the way other experts answered the questions.

iv) Based on the feedback new norms or estimates are set-up and the process is repeated several times.

v) Finally, in the last round of questionnaires each member is asked to vote on the issues and the aggregation of individual votes determine the group’s choice.

### Advantage of Delphi Technique

Flexibility of responses - the major key to this is anonymity of the responses given by the panel members. They don't have to 'save face'. In a traditional interacting group, experts may be more interested in defending their position than making a good quality decision.

### Criticisms

i) It is time consuming.

ii) On a board effect (it is broad game). This means there is no scientific approach or effect.

### Nominal Group Technique

This technique has been labelled Nominal Group Technique by Delbecqual and Vandevien and is an example of a group decision-making process. It was designed to overcome problems inherent in group decisions.

A nominal group is a paper group. It is a group in name only because no verbal exchange is allowed between the members. Research has found that in terms of the number of ideas, uniqueness of ideas, quality of ideas, nominal groups are superior to real groups. It is generally believed that interacting groups inhibit creativity so far as the generation of ideas is concerned.

The Nominal Group Technique has the following steps.

i) Each member silently expresses his or her ideas about the problem and alternative solutions in writing without consulting any other member.

ii) Each idea is recorded on a flip chart or board without disclosing whose idea is what and the process continues until all ideas are listed.
iii) Each recorded idea is discussed with respect to its merit and feasibility.
iv) In order of preference, the group then votes confidentially on the ideas and the majority of individual rankings determine the group choice.

NGT is different from Delphi technique

In NGT the group members are acquainted with each other. They have face-to-face contact and there is direct communication.

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3. Explain what you understand by ‘decision-making’. Give a few examples from your day-to-day life where you take decisions.

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4. The different steps in the decision-making process are:
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5. Given below are some problems faced in a school situation. As a teacher, which decision-making technique would you use to generate alternatives and take the right decisions.
   a) Naming the new school auditorium which has just been constructed.
   b) To find the effect of multi-media approach in teaching in the near future.
   c) The problem of regular late-comers to school.

9.5 TEACHER’S ROLE IN DECISION-MAKING

9.5.1 Changing Role of the Teacher

The transition from the pre-industrial to the industrial society has brought with it a number of changes in the role of a teacher. The teacher’s role has become extended by new tasks and challenges. We find that a teacher in the pre-industrial society was essentially a conservative agent and largely responsible for transmission of traditional knowledge and values. By and large, the learning of skills occurred informally from father to son or from an artisan and craftsman to a disciple. This limited role could not be sustained in the complex and inter-dependent 20th century societies where more and more responsibilities have to be shouldered by teachers and their roles have consequently become more complicated and difficult. The responsibility to socialise children has gradually been transferred from
families, communities, religious organizations to educational institutions. Schools are now expected to perform a leading role in socializing and educating the young. Parents and communities are demanding accountability from educational institutions and increased participation and involvement in educational decision-making.

There has been an invasion of media as never before. The young mind has been exposed to various alternatives from which it draws inspiration, knowledge and values, not all of which may be compatible with the ethos of a school and classroom learning. Yet, we find that any shortcoming in the learning and behaviour of youngsters is seen to be the responsibility of our educational institutions and ultimately that of the teacher.

In modern industrialised society, the role of a teacher is open to many pressures and conflicts. These stem from the impact of the changes in our socio-political environment which can be felt directly on our education system. Economic policy changes like liberalization, privatization and globalization have their impact on the functions and management of educational systems, making a teacher's role more technical and specialized.

A brief look at what the teacher's role was traditionally indicates that 'instruction' was the most obvious of his or her roles. He/she was expected to transmit a body of knowledge and skills to students, keeping in mind their abilities and needs. Socialization is another important function as the teacher prepares the child for participating in the way of life of his society. The values and norms of a society are also inculcated to some extent. Evaluation forms an important part of his/her function as a teacher differentiates children on the basis of their intellectual and often social skills and prepares them for the social and occupational roles which they will eventually play. He/she makes judgements regarding promotions, and counsels parents and children with regard to appropriate school courses and employment possibilities. Classroom management which includes the ability to control a class is also basic to the expectations from a teacher and a teacher’s competence is assessed in the first place upon his ability to maintain order in the classroom.

The teaching of traditional curricula was in many ways a relatively simple matter. The teacher had to possess a certain amount of mostly factual information which had to be learned and reproduced by pupils. But nowadays, upgraded and reformed curricula and assessment are at the core of his job, challenging for him and students. There is less emphasis on memorization of content and more concern with understanding. Curriculum and examination reforms provide good illustrative examples of skills and co-operative abilities of a teacher that would have been seldom required in the past.

Today, when we conceptualize the role of a teacher we regard him/her as a manager. The major traditional function of a teacher has been instruction, socialization and evaluation. Today, in addition to this, he also performs a number of managerial functions in the area of curriculum planning, resource management, management of examinations, management of co-curricular activities, time management, conflict management, management of innovation and change, etc. These functions greatly facilitate his job. In a number of situations a teacher first performs his managerial role before proceeding to perform his instructional role. But the two sets are not always so easily distinguished. Nor does a teacher think of them as being separate. Inside a classroom he performs a set of sub-roles, any one of which might involve simultaneous fulfillment of a number of functions. They are responses to a total teaching situation. The teacher performs his traditional and managerial role to lead his pupils towards those learning and behaviour goals which have been prescribed or which he himself has decided upon. Now, let us examine in detail why a teacher is regarded as a manager in the twenty-first century and the managerial role he plays to meet educational objectives.

9.5.2 The Teacher as a Manager

The quality of schools, to a very large extent, depends on the quality of its teachers. Teachers are the key to quality and learning in classroom. If we want a school to prosper and grow, it is axiomatic that teachers must perform their functions to the best of their abilities. The notion that teachers are managers is still quite new. It is of very recent origin in India and many still doubt whether it is possible or required.
Definitions of management are many and varied. Our aim, however, is not to philosophise but to offer practical guidance. Management in a broad sense is about:

i) Setting directions, aims and objectives.

ii) Planning progress that will be made.

iii) Organizing available resources (people, time, material) so that goals can be economically achieved in a planned way.

iv) Controlling the process (i.e. measuring achievement against plan and taking corrective action where appropriate).

v) Setting and improving organizational standards.

(Everald & Morris, 1990)

As all teaching jobs contain at least some element of management, one can say that every teacher is a manager. More restrictive definitions of ‘management’ argue that a ‘manager’ must additionally ‘direct’ the work of others. In their classroom role, this definition could apply to all teachers, and almost all the principles of management have a direct application to managing a classroom.

Management of Resources

We find that till recent times the only tools, which were at the command of a teacher were text-books, paper, blackboard and a classroom full of pupils. There was scarcely anything to manage. While these are relatively easier to manage, a new teacher has become a manager of a variety of resource at his command. These resources include self-instructional materials, language laboratories, slides, educational technologies like programmed texts, television and radio, computers, audio and video cassettes etc. There is great concern today for meeting the needs of individual children, and consequently there is a great demand for more materials and different kinds of materials. The conventional textbooks cannot meet the demand as the format is too rigid and reliance on the printed word is excessive and unresponsive to a child’s questions, doubts and probings. The printed material need to be supplemented by different technologies and they need to be incorporated into the new instructional design. However, it has to be understood that the actual impact of the new technology is not simple or one-way. It depends on the choices that are made and how technology should be used. The practicability and success of new approaches depends crucially on attitudes and capacities of teachers. An important problem today is the difficulty that the teacher faces in choosing among a wide variety of available learning packages and it becomes vital that he makes a correct choice. Teachers need to recognize that as managers of learning situation being provided for their pupils, they are in a position to draw upon resources made available by a wide range of media, including newer types of media which bring to children a variety of quality presentations which they themselves could not provide. Management action involves not only the most effective use of the material resources but also the identification of available resources in the community, maintaining available resources and developing accountability towards control and monitoring of resources.

Curriculum Planning

It is generally felt that the quantum of knowledge thrust upon the child is beyond his capacity and comprehension. The problem is not to dismiss the essential content but to select the most relevant part for children who will be adults for the next fifty years. It is important to select objectives in relation to the needs of the children, not the needs of the subject. Decisions are made best at the point where most relevant information is available. When we are concerned with what to teach and how to teach it, it is the teachers alone who are in a position to assess individual needs, abilities and aptitudes of children. In schools today, the concept of a teacher as an obstructive manager both of the learning resources available to the children and of various ways in which these children spend their time has steadily gained ground and is now widespread. He/she is manager of pupil’s learning situation and resources.

Management of Innovation and Change

The teacher is directly concerned with the implementation of any innovation in the classroom. He has to manage the conditions and environment so that any innovation can be implemented with maximum effectiveness. Different forms of change rely on the “teacher factor” for their success. For example,
if a decision is taken in the school to bring about some changes in the teaching methodology, it would surely raise many administrative issues. It would involve the deployment of school resources for development such as in-service training programmes, library as a resource centre, production of new materials, ancillary help, framing time tables, etc. Therefore, we have to rethink the role of a teacher, because a number of managerial functions have to be performed.

Management of Co-curricular Activities

In recent years the importance of co-curricular activities on personality development of children has gained recognition. In earlier times, emphasis in schools was generally on bookish knowledge and co-curricular activities had been put in the background. Today, the role of co-curricular activities in the total integrated personality development of the children has been widely realized. Teacher has to understand the objectives and importance of co-curricular activities. He should have knowledge of different co-curricular activities like debates, elocution, contests, quizzes dramatics, dance, music, etc. He has to plan different co-curricular activities in advance and organizes different clubs like science club, language club, mathematics club, NSS, NCC, etc. He organizes educational tours, exhibitions, field trips and morning assembly in schools.

Management of Examinations

This has always been regarded as one of the traditional functions of teachers. However, if we examine this closely, we can conclude that in the performance of the function teachers are involved in making innumerable minor and major decisions at each step. A teacher has to possess an understanding of the importance of evaluation and should have a knowledge of different evaluation techniques. The planning of an examination schedule, identification of suitable examination techniques, preparation of question-papers on scientific basis, execution of the examination by following standard norms of examination administration etc., are some of the responsibilities that a teacher has to fulfil. He is further involved in providing feedback to students and in the development of remedial instructional strategies for students who do not perform well.

Conflict Management

The teacher as a manager has to develop a variety of leadership techniques which taken together constitute a leadership style. A teacher faces a common set of basic problems in a classroom. Students belonging to a multicultural and multiethnic background face various adjustment problems. The different ways which they adopt to solve these vary considerably. A teacher has to listen to and understand the needs of others impartially and consider the other's viewpoints. The focus has to be on issues and facts rather than on personalizing the conflict. An open environment is to be created and opportunities are to be provided for discussion between the concerned individuals.

Time Management

We should not forget that teachers themselves are valuable resources of an organization. Among their managerial functions the central one is the optimum utilization of their time. It is a hard fact that those teachers who are perpetually racing against time are seldom the most effective. Teachers are keenly aware that their job has changed immensely in the last decade or so. Teaching is not what it was, expectations have intensified and teachers are dangerously over-loaded. In such a scenario the time management techniques that they possess assume special significance. Teachers use time analysis and list all activities to be done everyday, review the previous day’s list and carry forward anything not done. A teacher arranges all academic and co-curricular activities on the basis of their relative importance.

9.5.3 Teachers and Decision-making

Decisions are constantly being made whether a decision maker is the house-wife, a mother planning her day, a family organizing their holiday, a Board of Directors launching a new project or a teacher planning his work. Every one in education is constantly making decisions. Departments and schools make policy decisions about the curriculum, recruitment, etc. Outside
agencies such as employers and universities make decisions about administration and selection. It could be said that the quality of education depends on the quality of the decisions that are taken.

One of the important functions in your teaching career will be making decisions. This aspect becomes crucial from day one as you would be shouldering innumerable responsibilities. It is in making decisions that teachers most acutely feel the responsibilities, the power and the vulnerability of their jobs. Logical and mature decision-making is an important skill which everyone requires, specially those who are aspiring for teaching positions. The decisions made by teachers can have long term or short term implications. One is constantly making decisions about what one is doing and these decisions are usually based on a constant flow of information about what’s going on and how one’s plans are working, together with a basic sense of direction and purpose. There can be minute by minute decisions and critical decisions which require weeks of deliberation. Life in a classroom is no exception; for there are also decisions continually being made by a teacher.

The following four examples are some of the decisions a teacher made in a single day:

i) He assigned students to various group on the basis of reading ability.
ii) He handed out books for different groups.
iii) He sent a child to the principal office for misbehaviour.
iv) He accepted to organize an item for the school annual day.

While making any major or minor decision a teacher has to consider all the alternatives open to him. Decisions may prove to be bad because the decision maker failed to take into account all the available alternatives or by making decisions too late, he has reduced options available to him.

In recent times, a lot of organizational changes have taken place as a result of decentralization. Consequently, decisions are now not only taken by a central authority, but also by people nearer classroom situations. If we empower teachers to make decisions, it means that decisions can be made on the basis of greater knowledge of the manner in which a decision is likely to yield more appropriate results. Autonomy in decision-making for teachers has a marked influence on teacher morale which is the key to good education. Decision-making gives teachers a sense of personal significance and identity. Teachers become a foundation of any long term solution. There are more teachers than principals and more principals than school board trustees. The power of decision-making should be put in the hands of the majority.

We find that increased participation of teachers in decision-making process reduces the sense of powerlessness and isolation experienced by many teachers as employees in a school. Participation in decision-making also develops an increased trust among participants in the administration of the school. The trust is derived from the knowledge that there are structures and mechanisms which exist in an institution to reduce the excessive influence of only a few people. Teachers have access to information from sources other than a school leader. Moreover, as more staff become aware of the complexity of problems confronting school administration, the 'them versus us' mentality is reduced. Teachers feel that they are an important part of the organization and its functioning.

Some of the important functional areas where teachers take decisions at every step have been listed below. We find that most of the decisions taken by the teacher involve complex, social, philosophical, psychological and moral judgements.

Management of Examinations
A teacher:

i) Decides dates, place, time and invigilators for an examination.
ii) Decides the examination pattern by consulting other teachers.
iii) Prepares questions papers on a scientific basis and decides appropriate weightage to content, to different types of questions etc.
iv) Decides what remedial instructional strategies need to be adopted to help backward students.
Classroom Management

The teacher has to take various decisions regarding:

i) Confronting a student in the classroom or avoiding it.

ii) Letting a child’s discovery run further, intervene or direct it.

iii) Classroom discipline.

iv) Classroom fairness.

v) Freedom of the child versus the need for teacher intervention and support.

Management of Resources

Decisions have to be made by the teacher regarding:

i) Media and technique to be used for communication of information.

ii) Development of indigenous teaching aids.

iii) Mobilisation of required resources from the community.

iv) Formulating accountability criteria towards control and monitoring of the resources.

Curriculum Planning and Instruction

The teacher has to make sound judgements on:

i) Instructional material.

ii) Appropriateness of subjects or activities to pupils of different ages and abilities.

iii) Learning strategies to be adopted in particular situations, for example, whether it should be exposition based, discovery based or enquiry based.

iv) When the course of learning should be controlled by the teacher and when by the pupil and in what grouping the people should learn.

Management of Co-curricular Activities

The teacher is the key in the management of co-curricular activities. There is widespread participation of teachers in the decision-making process in this area.

Decisions are made regarding:

i) Suitability of different co-curricular activities like debates, elocution contests, quiz, dramatics, dance, music, etc.

ii) Identification of talent among students.

iii) Organization of different co-curricular activities in advance.

iv) Organization of educational tours, exhibition, field trips, etc.

v) Organization of morning assemblies to promote patriotic feelings and faith.

The above mentioned activities are some of the important areas where teachers make decisions at every step. However, their decisions extend much beyond these.

Joint Teacher Decisions

Teachers in school also indulge in collaborative decision-making i.e. they make decisions with the help and support of their colleagues. Teachers as a group are allowed greater discretion in making decisions with and on behalf of children they know best. Joint decisions by teachers are not only concerned with sharing of resources, ideas and other immediate practicalities, but are also concerned with what teachers teach and how. While making collaborative decisions, one thing has to be kept in mind viz., that joint decisions should not be taken on minor matters which are likely to consume a great deal of time.
Decisions made by a teacher either individually or collaboratively have a definite impact on the teaching-learning process. However, we have to keep in mind that many decisions have to be consultative i.e. participation of pupils is also required. Involvement of pupils in decision-making helps a teacher to view problems from a broader perspective.

We have just seen the role teachers in decision-making. Now let us take a look at how pupils also involve themselves in decision-making.

### 9.6 INVOLVEMENT OF PUPILS IN DECISION-MAKING

Down the ages we have seen that pupils have just been regarded as passive listeners and decisions are thrust upon them. However, for quite some time now there has been emphasis on individual learning and pupil-centred approach. The focus has shifted to the learner in the classroom. The identity of each learner and his or her capacity for free expression, definite viewpoints and decision-making powers are being widely recognized today.

A learner is undoubtedly the pivot round which the entire teaching-learning process revolves. His or her involvement in decision-making goes a long way in making decision-making process more democratic and participative.

Today, the involvement of students concerning the framing of new rules and regulations is very large. But some positive effort has been made in this direction. In many educational institutions where decisions have to be made which have an impact on students community, the views of students' representatives are considered.

Let us take an example. A change is to be brought about in existing school timings. If the views of the students are considered, the final decision would be more acceptable to the larger public. For example, if students are actively involved with do's and don'ts concerning school discipline, there is greater possibility of their accepting and following rules and regulations. Then the feeling among pupils that the students' group is an alienated one is minimised to a great extent.

The area of co-curricular activities requires a genuine involvement of the pupils. In the organization of various co-curricular activities, like dramas, debates, quiz, elocution contests, dance and music, festivals etc., minor and major decisions are taken by students themselves. The organization of field trips, educational tours, exhibitions further give an opportunity to pupils to enhance their decision-making powers. The annual day and sports day events in schools require students to exhibit their decision-making abilities, as they enthusiastically participate in these functions.

A large number of schools today provide student amenities, like drinking water facility, canteen facilities, mid-day meals, uniforms, textbooks, etc. They are important for student welfare. The main recipients of these welfare schemes are students themselves and their say should carry a lot of weight when any decision is being made. If we take, for example, of students' complaint of the unhygienic preparation of food in the canteen, student representation is a must so that different alternatives can be analysed and the best course of action can be chosen.

We are not wrong if we say that each school is a micro unit where training for democracy is being provided. School government, school unions, houses all have school presidents, vice-presidents, house-captains etc. Therefore, pupils get ample scope to make decisions at every step and training for citizenship is enhanced. For example, during school elections, students are required to vote and their ability for logical and rational decision-making can be observed. We, therefore, find that the scope for pupil's involvement in decision-making exists in a few areas. However, a deliberate and conscious effort has to be made to provide it a greater focus.
Check Your Progress

Notes:  
a) Space is given below for your answers.  
b) Check your answers with those given at the end of this unit.

6. 'A Teacher is a Manager'. Do you agree with this statement. Substantiate your answer with illustration.

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7. State a few decisions a teacher takes in different functional area.

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8. Mention a few decisions taken by pupils of a school.

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9.7 LET US SUM UP

This unit has attempted to provide basic ideas on different management processes like planning, organizing, directing, controlling and decision-making which are crucial for the effective functioning of any school. We now know that all these management processes go hand in hand and have their own importance and uses. However, the major focus in this unit has been on the teacher as a decision maker. The role of a teacher has undergone a change in the last decade or so and when we seriously examine his/her functions, there remains no doubt in our minds that he is a manager too. We have also become familiar with different decision-making techniques which teachers can use as and when problems arise and situation permits. However, teachers and their decision-making power cannot be taken in the form of purely individual initiatives i.e. in isolation of our pupils. Cooperation, coordination and discussion are important if we want to successfully
accomplish the goals of education and face new tasks and challenges that arise. Therefore, pupil involvement, in decision-making goes a long way in making teaching-learning process more relevant and meaningful. The present unit, hence, provides the necessary perspective for other units in this course.

9.8 UNIT-END ACTIVITY

1. Make a visit to a school of your choice. Have a discussion with a few teachers on the typical problems they face in various functional areas. Then apply any one of the decision-making techniques you have studied and offer possible solutions. You may have to think imaginatively. Even if your solutions are tentative, discuss them with teachers in the school.

9.9 POINTS FOR DISCUSSION

1. Do you feel you have enough autonomy to take decisions in various functional areas?
2. What major constraints do you face in taking routine decisions in your school?
3. What are those decisions, often entrusted on you which you would like to take?

9.10 ANSWERS TO CHECK YOUR PROGRESS

1. Management processes are those processes which are performed by managers in their different functional areas. The different management processes a manager is usually involved in are planning, organizing, directing, motivating, controlling and decision-making.

2. a) planning  
   b) directing  
   c) motivating  
   d) controlling  
   e) decision-making

3. Decision-making is the selection of one course of action from two or more alternative courses of action. We select the best for the most appropriate alternative out of the various alternatives available to us. Decision-making is a part of problem-solving. When problems need to be solved, decisions are required to be taken.

   In our day-to-day life innumerable decisions need to be taken. As parents when we decide to admit our child in a particular school, we have taken a decision. If we make a choice to visit Shimla during our vacations, it is called a decision.

4. The different steps in the decision-making process are:
   i) Definition of problem  
   ii) Collection of Information and Analysis  
   iii) Interpretation of Information  
   iv) Development of alternate solution  
   v) Selection of the best solution  
   vi) Implementation of the decision, and  
   vii) Evaluation of effectiveness of decision.

5. a) Brainstorming technique  
   b) Delphi technique  
   c) Brainstorming technique

6. I fully agree with the statement that ‘A Teacher is a Manager’. A teacher sets directions, plans how progress will be made, organizes available resources and controls different processes and takes decisions. A teacher is involved in the management of curriculum examination, innovation and change, co-curricular activities, time and conflict, etc.
7. A teacher takes different decisions like deciding dates, place, time for class tests. He often decides on the remedial instructional strategies to be adopted to help slow-learners. The teacher takes a decision on what media and technique to be used for the communication of information.

8. Today, many schools involve students in the decision-making process. The common decisions pupils take is in the organization of various co-curricular activities like drama, debates, quiz, elocution contests, etc. Pupils also have a say in the functioning of welfare schemes like drinking water facility, canteen facility, etc. which are implemented for student benefit.

9.11 SUGGESTED READINGS

Taylor, George (Ed.): The Teacher as Manager, National Council of Educational Technology (NCTE) Symposium, Camelot Press Ltd.
OECD (1990): The Teacher Today: Task, Conditions, Policies, OECD.