

A study about effect of managerial support in teacher's alignment

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Abstract

Quality of Educational leadership play critical role in the transformation of society. This is established notion that sense of belongingness & dedication makes a significant difference to institute, teachers and students. Our systematic engagement in educational leadership involves education functionaries, managers and teachers at various levels. Objective of head of any institute is to develop and clarify mission, policies, and aim of the organization. Establishment of formal and informal organizational structures both could develop drastically with the input of leadership quality which covers delegating authority and sharing responsibilities. Maintaining effective communications within the working group selecting, motivating, training, and appraising staff being accountable to team, students and to the society.

Keywords: Study, Quality, Educational, transformation, society, communications

1. Introduction

Strategic planning has been defined as that which has to do with determining the basic objectives of an organization and allocating resources to their accomplishment. A strategy determines the direction in which an organization needs to move to fulfill its mission. A strategic plan acts as a road map for carrying out the strategy and achieving long-term results. Sometimes team member de aligned and large gap exists between the strategic plan and real results. To boost organizational performance, people must be a key part of the strategy. A stronger, more capable and efficient organization can arise by defining how its member's co-ordinate can support the overall strategy.

Teacher's alignment is affected by managerial tactics used by head of institute. It refers to his specific way of dealing with team members. Managerial tactics tend to cause alignment among teachers. Dealing with team members, planning, taking decision is the part of managerial tactics. The role of the head of educational institute is complex. At present, social complexity, higher expectations of parents and society is increasing and making it more answerable. The head, wields a great influence over the teachers behavior, their morale, job alignment, institute image.

Alignment is a psycho social phenomenon which requirement is growing in almost area of work. The degree of alignment is different in different persons. It is the process and the result of linking an organization's structure and resources with its strategy and environment. Strategic alignment enables higher performance by optimizing the contributions of people, processes, and inputs to the realization of measurable objectives and, thus, minimizing waste and misdirection of effort and resources to unintended or unspecified purposes. In the

present age, strategic alignment is viewed broadly as encompassing not only the human and other resources within any particular organization but also across organizations with complementary objectives.

For alignment with teachers it is necessary

1. Involvement of teachers in working.
2. Designing and implementing a process to develop goals and objectives for the organization.
3. Defining and clarifying organizational structures and identifying functions, clients, and service delivery models.
4. Identifying changes and staged approaches needed to move from the current situation to what will be required over the next three to five years.
5. Identifying and recommending priorities for policy and programme development.
6. Incorporating goals for expenditure reduction, service quality improvement, workforce management, accountability, technology, and image built up.
7. Work transparency and analysis
8. Observation and screening of work

As a result of better alignment between teachers and head, institute gets teacher's job satisfaction, student's achievement, and good public image of institute. Sometimes teachers take alignment process as negative. A feeling of indifference, separation, frustration, negative attitude towards institute, lack of interest in work, carelessness in teaching generate.

2. Methodology

For present study 40 teaching institutes including school, college, coaching institute, computer centre, designing institute and management institutes are selected. For

study of managerial tactics used by head and its impacts on teachers, head of institute and teachers are interviewed. A questionnaire was prepared for heads having questions regarding use of different tactics for different type of teachers and outcomes. A questionnaire was prepared for teachers with questions related to thinking and working about head, views about institute in context of job satisfaction, development, public image of

institute and their efforts. Collected data is classified and tabulated. Teachers are classified age wise. 5 tables are prepared related to impact of managerial tactics as observation, work screening, result analysis, rating by other members and popularity among students. Effect is converted into percentage.

3. Result and Analysis

Table 1: Observation and Teacher Alignment

Age of Teachers	Teacher's view		Effect of Observation	
	No. of Teachers have Positive view (%)	No. of Teachers have Negative view (%)	No. of Teachers Aligned	No. of Teachers not affected
20-30 year	71	29	77	23
31-40 year	66	34	71	29
41-50 year	58	42	67	33
Above 50 year	51	49	62	38

Table 2: Work Screening and Teacher Alignment

Age of Teachers	Teacher's view		Effect of Work Screening	
	No. of Teachers have Positive view (%)	No. of Teachers have Negative view (%)	No. of Teachers Aligned	No. of Teachers not affected
20-30 year	74	26	71	29
31-40 year	69	31	68	32
41-50 year	63	37	62	38
Above 50 year	54	46	55	45

Table 3: Result Analysis and Teacher Alignment

Age of Teachers	Teacher's view		Effect of Result Analysis	
	No. of Teachers have Positive view (%)	No. of Teachers have Negative view (%)	No. of Teachers Aligned	No. of Teachers not affected
20-30 year	68	32	74	36
31-40 year	65	35	70	30
41-50 year	61	39	65	35
Above 50 year	58	42	59	41

Table 4: Rating by Other Members and Teacher Alignment

Age of Teachers	Teacher's view		Effect of Rating by Other Team Members	
	No. of Teachers have Positive view (%)	No. of Teachers have Negative view (%)	No. of Teachers Aligned	No. of Teachers not affected
20-30 year	76	24	74	26
31-40 year	73	27	71	29
41-50 year	68	32	67	37
Above 50 year	62	38	65	35

Table 5: Popularity among Students and Teacher Alignment

Age of Teachers	Teacher's view		Effect of Popularity Among Students	
	No. of Teachers have Positive view (%)	No. of Teachers have Negative view (%)	No. of Teachers Aligned	No. of Teachers not affected
20-30 year	74	26	77	23
31-40 year	72	28	74	26
41-50 year	69	31	71	29
Above 50 year	64	36	66	34

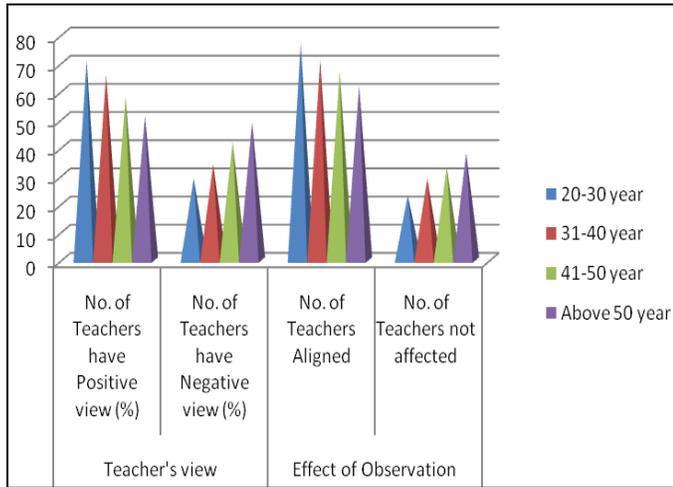


Fig 1: Observation and Teacher Alignment

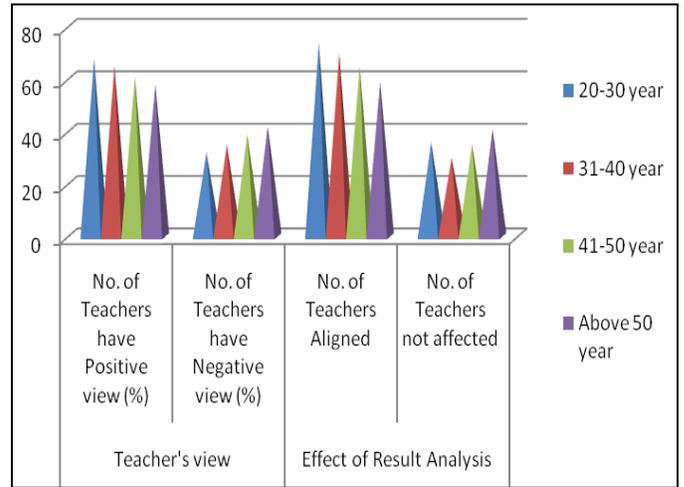


Fig 3: Result Analysis and Teacher Alignment

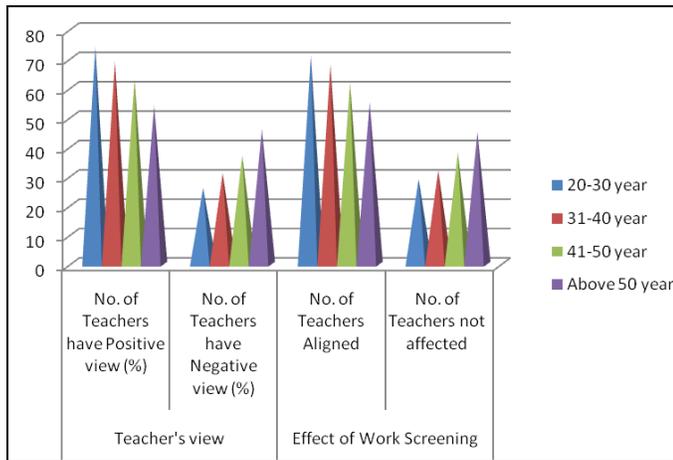


Fig 2: Work Screening and Teacher Alignment

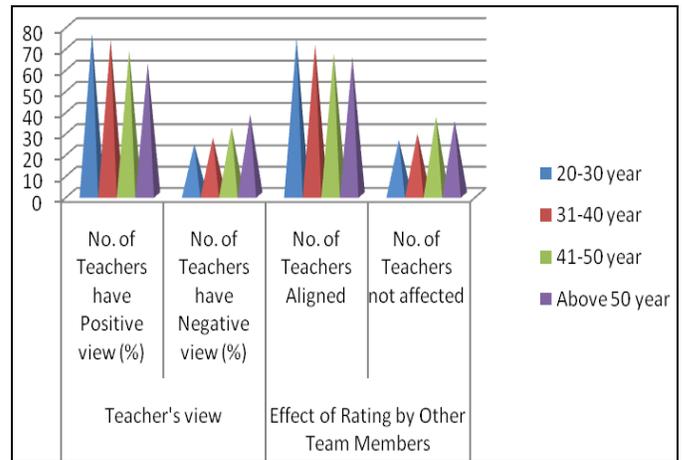


Fig 4: Rating by Other Members and Teacher Alignment

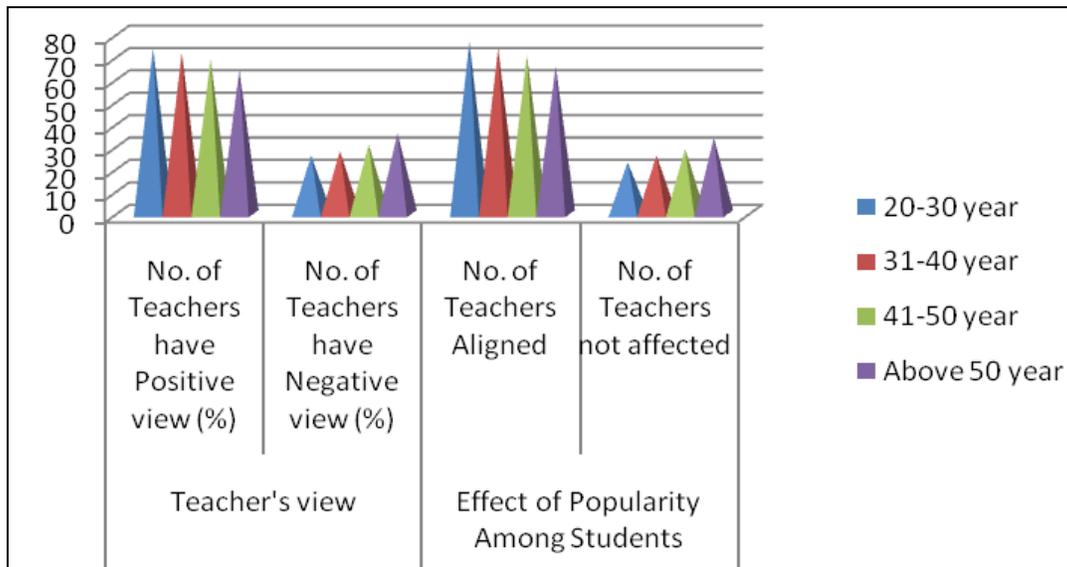


Fig 5: Popularity among students and teacher alignment

Positivity towards managerial tactics has found greater in young age teachers. Observation and teacher alignment related data indicates that in the age group 20-30 years 71% teachers have positive view while 29% have negative view. In the age group 31-40 year old, 66%

teachers have positive view and 34% negative view. Positive percentage in age group 41-50 yr old is 58% whereas in age group above 50 year is 51%. 42% and 49% are found negative thinkers in age group 41-50 year old and above 50 year respectively.

Effect of observation for alignment related data shows that due to observation 77% teachers are aliened in age group 20-30 year, 71% in age group 31-40 whereas 67% and 62% in 41-50 year and above 50 year age group respectively. Remaining teachers are not affected by observation.

Work screening of teacher and alignment related data shows that no. of teachers with positive view is greater. In the age group 20-30 year 74% teacher expressed positive attitude and 26% negative. 69% positive and 31% negative found in category of 31-40 year. In the age group 41-50 and above 50 years positive thinkers are 63% and 54% respectively while 37% and 46% negative. Effect of teacher's work screening on alignment indicates that because of work screening 71% teachers are aligned in age group 20-30 year. 68% found aligned in age group 31-40 year. In the age of 41-50 year and above 50 year 62% and 55% teachers are made aligned respectively. Remaining teachers are found as not affected by action of work screening.

Teacher's work result analysis is proved as important tool for alignment. In the age group of 20-30 year old teachers 68% teachers showed positive view and 32% negative. 65% teachers agreed in group of 31-40 year while 35% searched as negative. In the age group of 41-50 and above 50 year 61% and 58% exhibited positivity respectively and 39% and 42% negativity.

Effect of teacher's work result analysis on alignment indicates that in the age of 20-30 year, 74% teachers are aligned because of this tactic and 36% are not affected. 70% teachers are observed as aligned and 30% as not affected in age group of 31-40 year. Alignment % reached up to 65% in age group of 41-50 year and not affected are 35%. In age group above 50 year 59% teachers searched as aligned due to work analysis managerial tactic and 41 % are not affected.

Rating by other team members is found as an important managerial tactic. In the age group of 20-30 year 76% teachers showed positive vision and 24% negative vision. 73% positivity and 27% negativity expressed by teachers of 31-40 year. In the age group of 41-50 year 68% teachers indicated positive view and 32% negative. Positivity % is 62% and negativity % is 38% for above 50 years.

Rating by other team members influence teachers very much as it makes conscious and everyone wants to make high score. Result shows that 74% teachers are found aligned in age group of 20-30 year and 26% are not affected. In age group 31-40 aligned teachers percentage is 71% and 29% are not affected. 67% teachers are found aligned and 37% are not affected in age group of 41-50 year. In age group above 50 years, 65% teachers are marked as aligned and 35% as not affected.

Popularity among students is important for teachers and management also. Result showed 74% teachers have positive view and 26% have negative view in age of 20-30 year. 72% positive and 28 % negative thinkers found in 31-40 year age. In age group 41-50 year 69% positive and 31% negative observed while 64% positive and 36% negative exhibited in age group of above 50 year.

Effect of popularity among students on teacher's alignment related result shows that 77% teachers

observed aligned and 23% not affected due to popularity consciousness in 20-30 year age. 74% aligned and 26% not affected found in age group of 31-40 year. In 41-50 year age group 71% are marked as aligned and 29% not affected. 66% as aligned teachers and 34% not affected searched in age group above 50 years.

4. Conclusion

Alignment of head and teachers significantly enhance individual and institutional capacities to continuously improve the quality of education. Improve the quality of support academically and administratively. Create structures and processes for continuously improving the alignment for development of institute. Alignment provides the way to arrive at a proven model for effective Institutional Capacity Development. It helps to evolve effective Education Management Development modules to develop the specific knowledge, skills, insights and experiences. Observation, work screening, result analysis, rating by other members and popularity among students are studied as important managerial tactics.

5. References

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