

## INVOLVEMENT IN SUPERVISORY ROLE: DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS

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### ABSTRACT

In modern era, for the achievement of common objectives the higher authorities appreciate the suggestions of the employees. Therefore, the involvement of the teachers in supervisory role plays a vital role for the growth of educational institutions. The main objective of this study was to determine the gender disparity regarding the involvement in supervisory role among secondary school teachers. The public secondary school teachers were considered as population of this study whereas 246 (male=127, female=119) participants were involved by using simple random sampling technique as study sample. A self-administered tool was used for data collection through survey method. The findings indicated a positive difference between genders groups of the respondents about all the factors except of budgeting whereas, the mean score of male respondents was greater than female respondents. Significantly, this study is beneficial for the advancement of the teaching-learning process through the involvement of teaching faculty in supervisory role.

**Keywords:** Supervisory Role, Teachers' Involvement,

### INTRODUCTION

Teachers' involvement in supervisory role means to collaborate, lead and assist every member to accomplish the purpose of an institution. So, educational staff adopt the sense of freely to participate, build trust, and make themselves confident. Enrolment in the supervisory activities the teachers give fruitful submissions to the higher staff to improve the workplace situation. Later on, these suggestions are imposed by the higher authorities to reduce the tensions of the working staff during working time (Hollyns, 2017; Salfi, 2011). The teachers' participation in supervisory role builds up the trust to develop the relationship among academic staff and higher authority. The principals are responsible for all actions within the institutions for the effective accomplishment of teaching-learning process that is considered the essential factor for academic accomplishment of the pupils and for the attainment of the organizational objectives (Anjum et al., 2019). For the development of self-esteem, the educational institution stress on the contribution of

tutors. Institution can develop the level of the institution until teachers' participation. From last many years, the educational institutions strictly attentive to participate all the teachers in all the activities (Bademo & Tefera., 2016). The educational institutes act an essential role in the progress of the state to accomplish all these objectives the enrolment of teacher is important. That's why the government main objective is to increase the skills of the teachers and their academic competencies. To meet these purposes the public institutions, achieve their needs from government while private sector gain from students (Zulfiqar et al., 2016).

Involvement in supervisory role of teachers in decision making process extent recompences in the topical era. Like other business organizations the educational institutes also strained the specialized increasement among academic faculty with academic competencies that can be achieved through involvement of the teachers in decision-making process. (Harrison et al., 2016). Within the

organization the teacher is considered as icon for the development of the whole process. Therefore, the institutional purposes cannot be attained without participation of the teaching faculty. The teachers are also considered as the field manager within the organization and observed the things with naked eyes so, they can suggest the better observations to the principals for betterment implementation and retain the quality of services to the students and employees (Lin, 2014).

### **LITERATURE REVIEW**

Involvement in supervisory process enhances the quality of the organization and also an easy way to solve out the problem effectively. Describes that the participation of the teachers in decision making play a vital role to perform all the activities in the institution. When tutors are enrolled in decision making then the management is not only the responsible but the teachers are also responsible to solve the problems. It also enhances the relationship among one another (Mualuko et al., 2009). The previous studies endorsed that the decision-making participation of teachers is the fundamental commitment for the developing of the educational institutions. It has been considered a basic icon to run the all-operational activities appropriately within the organization. Apparently, the educational institutions perform different kinds of activities to make the successful completion of the organizational objectives, these activities mainly contribute the decision-making participation of the employees and endorsed the effective suggestions of the teaching faculty (Mangunda, 2003). The contribution of the teachers in supervisory role is considered as a. easy way to communicate the decisions with the other peoples. It is difficult to communicate all the members individually about the new decisions. The teachers successfully communicate with the other members, with the students in the class rooms and then students communicate them with their parents. It is not only the easy source of communication but also teachers feel respect as a result the teachers are committed with their responsibilities and all the members work together for the completion of common objectives (Bademo & Tefera., 2016).

The participation of the teachers in supervisory role creates the positive environment between management and teaching staff. The management makes the decisions and the teachers are willing to

implement them courageously. Basically, the decision-making practices provide the ownership to the employees that is the best source for the enhancement of the satisfaction that leads to the performance and goodwill of the institutions (Zulfiqar et al., 2016). The teachers' involvement in supervisory role is positively related to the professional satisfaction. The participation in decisions the teachers feel proud being an important part of the organization and they worked hard for the implementations of these decisions and for the progress of the organization. The past researchers emphasized that the decision-making participation of the teachers play an important role for the growth of the educational institutions and also learning-process. There are number of benefits which can be achieved through this activity. Through this strategy the objectives which can be achieved are building the trust, fill the communication gap between principal and teachers, enhance the motivation, and develop the working environment and betterment the quality of services (Algoush, 2010).

Supervisory role is considered the main organ of the educational organization and management. The management always focused on both long- and short-term policies to attain the institutional objectives. to gain all these objectives, the role and participation of teacher is essential (Newcombe & Cormick, 2001). There is no any institution in which the decision-making activities not performed. There are three most important kinds of decision making in educational institutions. The one is the organizations stands always due to the strong decision making. The second one, the organizations ensure the authorities to make decision making for the organization. The third one, the decision-making process revolves around the all the existing employees of the organization. All these decision-making functions fall in the same hierarchy (Jonassen, 2012).

A number of studies observed the t the head of the educational organizations focus on the strong decision making and lay stress on the teachers' participation in decision making, because teachers direct associated with the actions, values and all the other members. The effective leadership make an idea, policies according to management and then make a decision by the collaboration of other staff. By giving place to other staff in decision making process close the organization to its goals. The

professionals divide the supervisor role into different categories according to the different situations. It is said that the different situations demand different kinds of leadership. The decisions are finalized with the participation of a person or persons, then concludes the programmers according to the curricular and extra-curricular activities. During decision making they focus on the barriers and problems, and then try to eradicate all these barriers during the implementation of these strategies (Ivancevich & Kono, 2002; Keung, 2008). The quick decisions are made on the present situation. The structured decisions are implemented in daily routine activities. The major decisions are made once in the annual academic sessions and the strategies and plans are made by high authorities with the consent of the all members. All these decisions can be classified according to the situation. The researcher observed in the modern era that all the educational organizations focus on the same kind of hierarchy for fulfill of their objectives. These decisions based on the individual and group members (MoE, 2009). The modern trend of decision making, the most of the decisions are made in groups rather than individual. The main purpose of the group decisions is that the most of the information can be shared throughout the members. The strategies and planned are discussed by the manager in group meeting and take the important suggestions from the members. It is performed because the maximum information can be put in front of the all members of organization and the members can perform their duties for the completion of common objectives (Nutt, 2008).

Individual and group decisions engaged with the members of the organizations. In an individual decision the minimum members of the organizations participate. The decisions focus on the long-term decisions and the higher authorities are involved to make such kinds of decisions. On the other hand, the group-based decisions focus on the routine work activities and approximately all the members of organizations participate in decision making. It based on the achievement of natural purpose. The involvement of the other members in decision making depends upon the leader mind. The leadership rendered the specific task to the skilled and active person to solve the proper problem. Some decisions are made by the management for effectively handle the present

situation according to the issues. At the same time the management takes an action objectively against an individual, so that the other members can perform their work enthusiastically for the completion of organizational objective. The group decision making can get the fruitful results rather than an individual decision. If the decisions are made with the consent of an individual then other members deprived from the important information according to the objective as a result, they cannot perform well their duties according to the objectives of the organization. The group decisions can obtain the maximum output (Mekuria Abera, 2009).

The organizational objectives can be only when the all the members of the organization participate in decision making. Group decisions are necessary because different groups perform their duties in group activities. There are rare chances for misdeeds. The all members help and guide the one another to solve the barriers to achieve the organizational objectives easily. The different persons have the different ideas, so the different ideas come together for eradicate the problems. (Mualuko et al., 2009). In educational institution the head cannot make the decisions individually. It is necessary to take the suggestions from the teachers for the implementations of the ideas. He discusses with the members on different kinds of issues and agrees with the other decisions. The only head of the institution cannot get the required outcome without participation of the other members. It is necessary to discuss the ideas with an individual as well as groups. On the other hand, the individual decisions have limited advantages and the group decisions have a large number of advantages. Many research studies observed that different peoples bring different kinds of ideas, so there are number of chances to select the important ideas and they can eradicate the barriers easily. The decisions are based on the formal and informal, structured and unstructured according to the situation. The decisions are comprised on the related any present problem or for the future planning, these decisions are considered as a programmed or non-programmed. The programmed decisions based on the routine activities. The decisions are made with proper procedures. Programmed decisions work on the daily bases. The problems which are faced during the job hours, it tried to solved out within no time.

Programmed decisions are also called structured decisions. These decisions can be taken during the daily routine hours (Maria, 2007).

On the other hand, non-programmed decisions are work in same style. These are also called non-structured decisions. There is rare chance to use non-structured decisions in any organization, because the rules and regulations are not clearly defined. On the other hand, the structured decisions are used in the institutions. The rules and regulations are clearly defined in structured decisions and it is the easy source to judge the procedures. The head of the organizations also focus on the structured decisions and easy source to implement. In this way all the employees are well aware about the decisions and rules & regulations (Somech, 2010). Planning is essential factor towards the successful outcomes according to objectives. It is the strategy before the implementation of the rules and regulation. It also provides the preschedule instruction and all the members follow these instructions for performing the institutional activities. The decision-making participation of the teachers make these activities successful. The decision is taking on the basis of three level they are as: individual level, group level and institutional level. The individual level is concern with the activities that are done within classroom environment such as teaching methodologies, teacher behavior, and teacher skills. All the curricular and extra-curricular activities can be managed effectively through participation of the teachers. The group level activities are those that are performed by the help of all the members (Moe (2009).

### Research Objectives

1. To identify the existing level of teachers' involvement in supervisory role.
2. To examine the difference between male and female teachers regarding the involvement of supervisory role.

### METHODOLOGY

This study was descriptive in nature based on quantitative research while; casual comparative research design was administered. The population of the study was secondary school teachers from Hafizabad whereas, 246 (Male=127, Female=119) respondents were selected as sample of this study through simple random sampling technique. For

this study self-administered Questionnaire was administered including the dimensions; rules and regulations, student affairs, institutional building, planning, curriculum and instructions, and budgeting. The data was collected by using questionnaire through survey method and five points Likert scale 1. SDA to 5. SA was used. The reliability is a process to in order to assess the consistency of the questionnaire when applied more time (Creswell, 2014). For this study the Cronbach'S Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 (Nunnally 1978). The reliability of the tool was checked by collected the response of the participants from target sample. Moreover, content and face validity were administered with the help of some experts. To analyze the hypothesis proposed in this study, it was used Statistical Package for Social Sciences (SPSS) through descriptive statistics (Mean and Standard Deviation) and inferential statistics for example; independent sample t-test to investigate the significance difference between male and female teachers and ANOVA was applied to analyze the significance difference among the teaching experience of the respondents.

### RESULTS

Table 1. *Descriptive statistics about the factor rules and regulation of supervisory role*

<i>Variable</i>	<i>M</i>	<i>SD</i>
Rules and regulations	3.48	.94
Students' affairs	3.56	.99
Institutional building	3.30	1.00
Curriculum and instructions	3.51	.98
Planning	3.42	.96
Budgeting	3.05	.95
Total	3.39	.97

The findings of descriptive statistics indicated that the mean score of all the factors were between 3.05 and 3.56 and overall, M= 3.39, SD= .97. It described, the respondents agreed about all the dimensions and study variable.

**Table 2. Independent Sample t-test (Male= 127, Female= 119)**

Statements	Male		Female		t	df	Sig
	M	SD	M	SD			
Rules and regulations	3.69	1.02	3.06	1.37	1.67	188	.00*
Students' affairs	2.81	1.22	2.19	1.34	2.87	188	.00*
Institutional building	3.68	.90	3.51	1.24	1.17	188	.03*
Curriculum and instructions	3.66	1.16	3.36	1.27	3.60	188	.00*
Planning	3.77	.88	3.44	1.06	1.67	188	.02*
Budgeting	3.80	1.15	3.71	1.40	1.75	188	.11
Total	3.56	1.05	3.21	1.28	2.12	188	.02*

Significance difference < .05

To examine the gender difference of respondents about rules and regulations, the mean score of male respondents was greater (M= 3.69, SD= 1.02) than female (M= 3.06, SD= 1.37).

To evaluate the the gender difference of respondents about students' affairs, the mean score of male respondents was greater (M= 2.81, SD= 1.22) than female (M= 2.19, SD= 1.34).

To examine the gender difference of respondents about institutional building, the mean score of male respondents was greater (M= 3.68, SD= .90) than female (M= 3.51, SD= 1.24).

To investigate the gender difference of respondents about curriculum and instructions. The statistical analysis showed that there was a positive difference found whereas, the mean score of male respondents was greater (M= 3.66, SD= 1.16) than female (M= 3.36, SD= 1.27).

To evaluate the gender difference of respondents about planning, the mean score of male respondents was greater (M= 3.77, SD= .88) than female (M= 3.44, SD= 1.06).

To determine the gender difference of respondents about budgeting, the mean score of male respondents was greater (M= 3.80, SD= 1.15) than female (M= 3.71, SD= 1.40).

To identify the gender difference of respondents about involvement of teachers in supervisory role. The statistical analysis showed that there was a positive difference found whereas, the mean score of male respondents was greater (M= 3.56, SD= 1.05) than female (M= 3.21, SD= 1.28).

### Conclusions and Discussion

It was concluded that the respondents were agreed about all the dimensions of study variable about supervisory role. There was a positive difference was found between the gender of the respondents

about all the factors except of budgeting whereas, the mean score of male respondents was greater than female respondents.

The teacher is considered an important member for decision making, because teacher engage with all the other members as well as administration and also with the students and the parents. To enhance the communication with other members and improve the quality of teaching-learning process, so the involvement of the teachers in decision making is important.

Teacher participation in decision making is so important because he connected with the curricular and extra-curricular activities directly. The participation of the teacher in decision making is considered that the teacher is willing to implement all these decisions during job hours in the classroom. Involvement of teachers in supervisory role is the mainstream of educational organization. It is essential part of the management. The management is a keen observer and noticing every step while making any long- and short-term policy. The management make the policies to largely gain the organizational objectives. Therefore, the participation of the teachers in policies making is essential for doing various activities regarding learning and management.

There is no any institution in which the decision-making activities not performed it describes the three most important kinds of decision making in educational institutions. The one is the organizations stands always due to the strong decision making. The second one, the organizations ensure the authorities to make decision making for the organization. The third one, the decision-making process revolves around the all the existing employees of the organization. All these decision-making functions fall in the

same hierarchy. All these kinds of decisions making are direct effect on the employees of the organization. The current research contains male and female of secondary schools' teachers of Hafizabad. Further research should be conducted in other areas with the different variables.

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