Effects of the Decision of Separation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa, on Teaching-Learning Environment

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Abstract: The objective of this study was to evaluate the effects of the decision to separate teaching and management cadres in Khyber Pakhtunkhwa Elementary and Secondary Education Department (KPESED)on the teaching-learning environment. The research conducted was of descriptive character. The survey technique was employed for data collection. The data were obtained by administering a self-designed questionnaire to male and female teachers attending government primary schools in three tehsils within the district Nowshera. The study's target audience consisted of government primary school teachers in Nowshera district, together with Headmasters/Headmistresses of both boys' and girls' primary schools. The overall number of elementary teachers is 3026, consisting of 1755 males and 1271 females. The District of Nowshera has a total of 754 Headmasters/Headmistresses at the primary level, consisting of 426 males and 328 females. The study's sample consisted of 341 male and female instructors, as well as 426 male and female Headmasters/Headmistresses. These participants were recruited by a random sampling method. The data were subjected to analysis using the percentage of responses provided by the participants. The numeric result was derived from the tabulation of questions based on the responses provided by the respondents. The study's findings and conclusions indicate that the separation of teaching and management personnel in KPESED district Nowshera significantly affects the teaching and learning process, by effectively addressing departmental problems and issues, and reducing political interference in the education department. The move garnered support from a significant proportion of teachers and headmasters. Furthermore, the recently appointed officials have effectively addressed deficiencies within the school system to a significant degree. The choice has additionally enhanced the educational setting. This study suggests that the division between the teaching and managerial staff may be maintained.

Keywords: Management, Teaching, Cadre, Primary teacher, Head teacher, Primary school

1. Introduction

Teaching and management are universally recognised as crucial components of the learning process, both globally and particularly in Pakistan. The government of Khyber Pakhtunkhwa (KP) has taken the decision under the Institutional Reform Programme (2003), Department for International Development (2005) and National Education Policy (2009) to separate the teaching cadre from management cadre for its better functioning. Has this decision

implemented in its true spirit? How far this decision was result oriented? The Awami National Party (ANP) led provincial government has taken a significant historical move by separating the management and teaching cadre in the education department. To improve standard of education in province, efforts were made. For this purpose of separation, The recruitment process involved the appointment of new education officers, including Executive District Officers (EDOs), District Officers, and Assistant District Officers(ADO's), both male and female. This cadre was named as management cadre. This recruitment of officers was made through a constitutional body called Public Service Commission. The main purpose of this separation was to provide a full-time and well-trained education manager to the system who could focus their attention on education management. This initiative will bring a positive change in the education sector. These newly recruited officers worked hard and showed their efficiencies by bringing reforms and improvement in the present education system (Ashfaq, 2012 & Mustafa, 2012). What are views of teachers, headmasters/headmistresses etc in this regard?

1.1. Statement of the Research Problem
Teaching and its management are correlated dimensions of schooling. But it is a difficult task to be expert in these both dimensions simultaneously. Each one of these requires experts. So both these can be performed in a better way. A joined cadre was performing both these tasks. For the 1st time in the education history of KP, both these cadres were segregated/separated from each other in 2011 which was perceived by different people in different perspectives. This study aims to evaluate the effects of the decision to separate teaching and management cadres at the KPESED on the teaching-learning environment.

1.2. Purpose of the Study
Schooling is a combination of teaching and management. Some people will be teachers while others will be managers at the same time or people may be teachers at one time and be managers at the other time. Both these situations are possible but which one is most effective? This is the main focus. This study aims to evaluate the effects of the decision to separate teaching and management cadres at the KPESED on the teaching-learning environment.

1.3. Significance of the Study
This research would be fruitful in guiding the high authorities and policy-makers in education department in KP. This study will be a base for taking more initiatives in KPESED. The result of this study might be significant to give guidelines to the policy makers and authorities at the higher level for taking more initiative in the elementary and secondary education which may be helpful for improving the literacy rate of this province in particular and in the country in general.

1.4. Objective of the Study
To evaluate the effects of the separation of teaching and management cadres at KPESED on the teaching-learning environment.

1.5. Research Question
What is the effect of the decision on the separation of teaching and management cadres at the KPESED on the teaching-learning environment?

2. Literature Review
Within every department, organisation, and human resources entity worldwide, there often exist two distinct categories of human resources. One group is referred to as managers, while the other group is known as field workers. Effective functioning relies on the essentiality of management and field operating. Likewise, within the school department of KPESED, there exist two distinct categories of human resources. One kind is referred to as managers, while the other is known as teachers. These two categories are referred to as managerial and teaching cadres. The initial separation of these two cadres occurred in 2009, followed by a further revision in April 2011. In accordance with this regulation, a total of twenty-one Executive District Offices were appointed in 2011. The

selection process was carried out by the KP Public Service Commission. The primary objective of this division was to enhance the department's efficiency, enabling dedicated and highly skilled education managers to concentrate on education management. According to Mustafa (2012), this initiative would serve as a foundation for achieving efficient governance within the education department. Prior to this segregation, administrative posts in the education department were predominantly recruited from the teaching cadre, with candidates selected based on their prior experience. Did this segregation prove to be beneficial or not? This study was conducted by the researcher. Management include the activities of forecasting, planning, organising, commanding, coordinating, and controlling. Management is the skill of determining the necessary actions and ensuring that they are executed optimally. According to Donal J. Clough (1963), management can be defined as the skilful and systematic process of making decisions and leading others. Management, as defined by Oxford Advanced Learner's Dictionary, refers to the systematic handling and regulation of objects or individuals (http://oxford advanced learner's dictionary.com). The primary focus of management is to ensure the efficient and successful completion of organisational tasks. The primary emphasis of this approach is often on the operational aspects of the organisation, with a primary concentration on achieving desired outcomes (Lalonde, 2010). The field of school management, usually referred to as educational administration, is frequently linked to primary and secondary schools, as well as other institutions of the higher education level. The school management is responsible for formulating policies and maintaining the efficient operation of the school. School management involves the coordination of staff and the use of suitable resources to successfully foster the growth of human attributes. It encompasses not only the well-being of children and young people, but also the advancement of adults, with a particular focus on the expansion and progress of educational institutions (Dalin, 2005). The rules pertaining to the positions of school management cadre have been established by the KPESED. At both the Directorate of E&SE and the District level, the officers were selected from the general teaching corps. As a result of specific circumstances, the officers assigned to the teaching cadre were unable to demonstrate their effectiveness. The purpose of separating these two cadres was to allow them to fully concentrate on administrative tasks, oversight, and monitoring, while limiting teachers to educational duties exclusively (Mustafa, 2012). The ANP-led province government implemented the separation of teaching and management rule in 2009, which was subsequently changed on April 7, 2011. The initial appointments of EDOs were made in 2011 in accordance with this regulation. The KP Public Service Commission conducted the selection of 21 EDOs. The primary objective was to segregate the management and teaching staff, allowing dedicated and highly skilled education managers to concentrate on education administration. According to Mustafa (2012), this project is expected to significantly contribute to the enhancement of governance within the Education Sector. Before the division of the two groups, there were managerial roles in the Education Department, such as. EDO and Assistant District (ADO) were selected from the teaching cadre. Nevertheless, many officials lack the necessary skills and knowledge to properly carry out managerial duties. Typically, school principals were appointed as EDOs and subsequently returned to their original schools due to non-compliance with directives from political officials. The introduction of the management cadre aimed to alleviate concerns about transferring back to school (Ashfaq, 2012). In April 2011, the Government of KP made amendments to the NWFP Civil Servants Appointment, Promotion & Transfer Rules, 1989, as per the recommendations put forth in IRP (2003), DFID (2005), and National Education Policy (2009). These amendments involved the separation of the teaching cadre from the management cadre. The E&SE of the Government of KP has approved various vacancies for the management cadre. The KP Public Service Commission (Mustafa, 2012) chose these officers. In order to alleviate concerns about the transfer of EDOs and promote efficiency and smooth office work, the government implemented the Management Cadre and prohibited the transfer of EDOs back to schools. The segregation of these two groups was implemented in order to optimise the operations of the Elementary and Secondary Education offices and directorate. The primary objective of this initiative was to segregate the management and teaching staff, allowing dedicated and highly skilled education managers to concentrate on education administration (Mustafa, 2012). The Local administration Ordinance LGO (2011) granted the district administration the power to oversee secondary education. Before the implementation of this ordinance, the responsibility for supervising and assessing teachers was primarily held by the DEO, with support from the DDEOs at the Tehsil level, the AEOs at the central level, and the LC's at the Union Council. According to this regulation, the EDO has been designated as the primary authority for supervision, while the ADOs, DDEOs, and AEOs have been given the responsibility for general

supervision and evaluation responsibilities (World Bank and DFID, 2005). Nevertheless, while the aforementioned assignment is theoretically articulated in written form, the absence of detailed job descriptions in practice results in a lack of clarity regarding the specific responsibilities given to individuals. In addition, surveys were carried out in the provinces of Punjab and KPK to investigate this matter. During these polls, actors were assigned to perform the same or similar roles, and they identified conflicts among them, such as the tension observed between ADOs and LCs. The aforementioned actors' roles have not been reconstructed and are subject to criticism within the context of a delegated framework, resulting in a significant amount of friction. The district's education departments are organised according to different levels of schooling, which hinders the effective separation of responsibilities and obstructs the task at hand (World Bank and DFID, 2005). The subject of elementary and secondary education has garnered significant and extensive scrutiny in recent times. The necessity of recent public debates has prompted a significant reform movement. The proposed strategy seeks to incorporate all public schools nationwide or within a specific state. Furthermore, the suggestions are typically obligatory and intricate, incorporating a range of innovative measures from the standpoint of the system that has to be altered. School management is a multifaceted responsibility that cannot be solely assumed by an individual. This encompasses several functional domains, wherein individuals possess inherent aptitudes and growth prospects in specific functional domains to a greater extent than in others. A significant portion of the management training conducted has proven to be a cause of dissatisfaction among some school executives, as it has resulted in diminished power and a persistent feeling of inadequacy upon their return. However, it is important to note that individuals may not achieve similar performance in all functional areas, as suggested by Dalin (2005). The ADOs oversee the schools at the district level, however they have limitations in their ability to carry out monitoring duties due to insufficient transportation and a paucity of office equipment. The staff is experiencing significant overload, exacerbated by the fact that a majority of their time is dedicated to carrying out routine activities for the bureaucrats (World Bank Management Study, 2005). Management plays a crucial role and holds significant significance in the process of teaching and learning. The function of a chief executive encompasses a multitude of complicated and multifaceted responsibilities, including but not limited to leadership, teaching, facilitation, management, psychology, philosophy, security, mentoring, diplomacy, social work, public relations, and coaching. This division facilitates a leadership structure that disseminates directives to the school personnel through the coordination and collaboration in curricular and co-curricular initiatives, while also assuming responsibility for the comprehensive administration of the educational institution. The school principals are responsible for organising, supervising, monitoring, and assessing all activities. They also share new information on educational issues, problems, challenges, and modern teaching techniques to promote effective curriculum delivery and best practices (Joshua, 2012). Teaching is the process of inspiring pupils to acquire knowledge in a specific subject. The topic of teacher management holds significant importance within weak state contexts, particularly in cases where the education system has been severely impacted by prolonged periods of conflict and instability. Governments and education supporters face a significant problem in ensuring an adequate number of teachers in the classroom. Continuing governance challenges include sustaining these teachers, ensuring their ongoing professional development, and increasing the teaching force to meet the growing demand for education. Additionally, it is important to be attentive to impartial issues when deploying teachers to different regions, both rural and urban (Kirk, 2007). Several research indicate that the Head teacher plays a crucial and straightforward role in enhancing the school. However, alternative research indicates that head-teachers do indeed transmit ideas to their staff members. The head teacher's role in the school is shifted from an academic managing function to an administrative one due to the need for stability and tranquilly (Crowson & Porter, 2006). Regardless of whether it is a teacher intending to modify their classroom instruction, a head teacher focusing on school organisation, a guidance counsellor collaborating with teachers to enhance student learning, a superintendent advocating for city-wide revitalisation, or an individual in a political or administrative position supporting reform, all individuals are confronted with the fundamental enquiry: how can change be most effectively implemented in schools? As educators, teachers play a crucial role in nation building, as they are entrusted with the significant responsibility of fostering national development through their knowledge and skills development process. Teachers contribute the proficient workforce to the nation in order to operate the entire government apparatus. Enhancing the quality of instruction can guarantee the presence of highly qualified individuals in all fields (Shahid, 2006). Currently, educators are not actively engaged in providing input regarding the training

requirements necessary for delivering high-quality education. Head-teachers can have a significant role in effectively managing and motivating teachers, key stakeholders, and communities, as well as in the process of planning. Studies have demonstrated successful outcomes when Head teachers have played crucial roles in improving schools (Khan, 2004). In the realm of education, Headmasters and Primary School Teachers (PSTs) assume a pivotal role. They serve as the fundamental support of our education system. They are a fundamental component of our educational framework. At the primary level, they possess fundamental knowledge in all topics. It is expected that primary school instructors possess a comprehensive understanding of all subjects within the curriculum, as well as co-curricular and extra-curricular activities, during the early stages of education. Currently, a master's degree is mandatory or B. Education and Bachelor's degree. A master's degree is not a mandatory specialisation. A bachelor's degree with a B is required. This educational programme is designed for primary school teachers (PSTs) in the KP province. Primary school teachers (PSTs) instruct children in both private and government schools, ranging from play group to fifth class (1st class to 5th class) (MoE, 2010). The significance of Headmasters in enhancing the calibre of instruction cannot be overstated. Enforcement authorities should provide support and assign a crucial role to ensure the enhancement of learning outcomes. Head teachers can serve as a helpful resource for evaluating teaching practices, given the challenges faced by supervisory personnel in conducting monitoring and evaluation (M&E) activities. The provision of training to head-masters and head of TTIs in the evaluation of teaching practices has the potential to enhance the quality of assessments and alleviate the burden on district officials. A specialised department can be established to carry out trainings at the federal level, ensuring uniformity in assessment methods. Subsequently, the district officials can hold the headmaster accountable for the educational achievements in their school. In order to facilitate effective monitoring, it is important to establish a process for evaluation based on certain criteria (UNESCO, 2006). According to Adeniji (2002) and Ogunu (2001), the Inspectorate system has experienced systemic mal-functioning due to the inability of successive managers to adequately fund education. This issue is further exacerbated by a weak administrative structure, lack of financial autonomy, shortage of adequately trained inspectors, absence of a standardised and reliable tool for assessing schools and providing feedback, and a severe shortage of project vehicles for effective monitoring and inspection of schools. The LGO (2001) delegated the complete authority for secondary level teachers to the district administration. Before this delegation, the evaluation of teachers and their oversight was consolidated under the authority of the DEO, with support from other levels: the DDEOs at the Tehsil level, the AEOs at the Markaz level, and the LCs at the Union Council. In accordance with this regulation, the EDO has been designated as the primary authority for supervision, while the ADOs, DDEOs, and AEOs have been given the responsibility for general supervision and evaluation responsibilities. Nevertheless, the aforementioned assignment is theoretically articulated in written form; however, the absence of detailed job descriptions in practice results in a lack of clarity regarding the specific responsibilities given to individuals (World Bank and DFID, 2005). In addition, surveys were carried out in the provinces of Punjab and KP to investigate this matter. During these polls, actors were assigned to play the same or similar roles, and it was found that there were conflicts among them, such as the tension observed between ADOs and LCs. The unmentioned actors have been recreated and subjected to criticism within the context of a demoted framework, resulting in heightened tension. The district's education departments are organised according to different levels of schooling, which hinders the effective separation of responsibilities and obstructs the task at hand (World Bank and DFID, 2005).

3. Methodology
3.1 Research Design
According to Creswell (2012), mixed method research is a methodology that integrates qualitative and quantitative methodologies. The sequential explanatory design has been employed by researchers in cases where a single study method, whether qualitative or quantitative, is insufficient to address the topic at hand. The mixed method design employs contemporaneous triangulation, wherein the qualitative and quantitative data are collected simultaneously and subsequently compared by the researcher to identify differences and similarities. According to Creswel (2012), In the mixed-methods sequential explanatory design, data is collected and analysed in two consecutive phases within a single study, involving both quantitative and qualitative data. These issues encompass determining the relative importance or significance assigned to the collection and analysis of quantitative and qualitative data in the

study, the order in which the data collection and analysis occur, and the specific stage or stages in the research process where the quantitative and qualitative data are linked and the findings are incorporated. The data collection process employed a straightforward survey technique. The sample survey approach involves drawing inferences about a population based on information provided by a selected sample of that group. According to Gay (1996), the sample in this strategy is chosen using either random sampling or stratified random sampling techniques. The statistics were obtained from a sample of Government Primary school teachers and Headmasters/Headmistresses specifically from the Nowshera District. Data collection was conducted using tailor-made questionnaires. Two questionnaires were created for the aim of this study. One questionnaire was designed for teachers, while the other was intended for the Heads (M & F) of the Government primary schools in the Nowshera district (Gay, 1996).

3.2 Population
The study encompassed the entire population of male and female Government primary school instructors and headmasters at the primary level. The overall number of elementary teachers, both male and female, is 3026, with 1755 males and 1271 females. The District Nowshera has a total of 754 headmasters at the primary level, with 426 being male and 328 being female (www.kpese.gov.pk).

3.3 Sample & Sampling Technique
The study's sample comprised 198 male Government Primary School teachers and 143 female Government Primary School teachers at the primary level, resulting in a total of 341 Government Primary School teachers. Table 3.3 provides a concise overview of the sample. The sample consisted of 254 head teachers from Government elementary schools, comprising 142 male and 112 female individuals.

3.4 Instrument for Data Collection
A closed-ended questionnaire was employed to collect quantitative data from the target group. The researchers employed a three-point Likert scale to assess respondents' levels of agreement, disagreement, and undecidedness. This scale was chosen due to the similarity in approach between agree and strongly agree, as well as the similarity in concept between disagree and strongly disagree (Sajjad, 2005). The analysis of the data was conducted using a single method design. The findings were elucidated, expanded upon, and presented in a quantitative tabular format.

3.5 Validity & Reliability of the Instruments
Two sets of questionnaires were developed for school instructors, one for males and another for females, and another for headmasters. The validation of questionnaires was conducted by consulting a group of specialists under the leadership of a supervisor. In accordance with the recommendations put forth by the validation committee, several elements were reformulated and additional ones were incorporated. A preliminary examination was undertaken to evaluate the dependability of the instruments. The dependability of the instruments was assessed based on these suggestions. The questionnaire demonstrated a Cronbach's Alpha coefficient of 0.85, indicating a high level of reliability. Cronbach's Alpha is a commonly employed statistical formula utilised to assess the internal consistency or reliability of a measurement instrument. The data obtained from the aforementioned groups for the purpose of experimentation was inputted into SPSS. Cronbach's Alpha was utilised to assess the reliability of questionnaires by calculating the internal consistency of questions. This indicated that all items exhibited a substantial correlation with one another.

4. Data Analysis
The researcher personally visited the schools and administered all the instruments to the subjects in order to collect the data. Data was collected from the teachers (M & F) and Headmasters (M & F) of the elementary schools in Nowshera District using two closed-ended questionnaires. In order to facilitate data collection, the Five Point Likert Scale was transformed into a three-point Likert scale. This conversion was made to allow respondents to indicate their level of agreement, disagreement, or indecision. This decision was made based on the researcher's recognition that agreeing and strongly agreeing are similar approaches, while disagreeing and strongly disagreeing represent similar concepts (Sajjad, 2005). The participants were provided with a comprehensive explanation by the researcher

regarding the procedure for completing the surveys. The researcher personally received the completed questions. The primary focus of the objective was to examine the effects of the decision to separate the teaching and management cadres within the KPESED on the teaching and learning environment.

Table 1: The impact of decision on teaching and learning process following separation of teaching and management cadre

	Agree		Disagree		Undecided	
No	N	%	N	%	N	%
341 (M&F)	220	64.51	93	27.27	28	8.21

According to the data shown in Table 4.1, a majority of instructors, specifically 64.51%, expressed agreement with the favourable impact on the teaching and learning process following the decision to segregate the teaching and managerial cadre. When examining the problem, it was found that 27.27% of the teachers expressed disagreement, while 8.21% of the teachers remained undecided.

Table 2: The perspectives of educators regarding the advancement and application of novel approaches

	Agree		Disagree		Undecided	
No	N	%	N	%	N	%
341 (M&F)	195	57.18	114	33.43	32	9.38

According to the data presented in Table 2, a majority of teachers, specifically 57.18%, expressed their agreement with the implementation of new approaches in teaching and learning, job training, and refresher courses subsequent to the segregation of both cadres. In contrast, 33.43% of respondents expressed disagreement, while 9.38% remained undecided.

Table 3: The application of professional abilities in instruction by educators subsequent to the decision to separate teaching and management cadres.

	Agree		Disagree		Undecided	
No	N	%	N	%	N	%
341 (M&F)	215	63.04	105	30.79	21	6.15

According to Table 3, a majority of teachers, namely 64.04%, expressed agreement and satisfaction with the utilisation of professional abilities in teaching following the implementation of the segregation of teaching and management at the primary and secondary levels. Conversely, a smaller proportion, 30.79%, disagreed with this statement, while a smaller percentage, 6.15%, remained uncertain. The consensus among the majority underscored their contentment in effectively employing their professional competencies.

Table 4: The present study examines the effects of the separation of teaching and management cadres on working conditions and environment.

	Agree		Disagree		Undecided	
No	N	%	N	%	N	%
341 (M&F)	265	77.71	60	17.59	16	4.69

According to Table 4, a significant majority of teachers, specifically 77.71%, expressed their belief that the current working conditions are more acceptable and the environment for teaching and learning is more favourable compared to previous times. However, a total of 17.59% of teachers expressed disagreement on the matter, while 4.69% did not provide a response. The prevailing consensus among educators is in support of the prevailing working circumstances.

Table 4.5: The potential implications of the decision on the separation of teaching and managerial roles for future generations.

	Agree		Disagree		Undecided	
No	N	%	N	%	N	%
341 (M&F)	215	63.04	80	23.46	46	13.48

According to Table 5, 63.04% of teachers are in complete agreement on the choice. The individuals have the perspective that the separation of teaching and management roles is a favourable choice that will yield advancements and opportunities for future generations. Nevertheless, 23.46% of instructors expressed disagreement, while 13.48 teachers remained undecided.

4.1 Findings & Discussion
On the basis of research question, following findings were made.
   a) This decision has brought about a positive change in teaching-learning environment.
   b) The teacher performance was improved by utilization of modern methodologies in their teaching.
   c) Teacher performance was enhanced by absorption of professional skills in teaching.
   d) This decision will bring a progress for upcoming generation.
   e)

5. Conclusion & Recommendations
Based on the analysis of the results and deductions, the subsequent suggestions are proposed. Based on the study's findings, it is suggested to continue the separation of teaching and management cadres in the KPESED. This choice has significantly enhanced the teaching-learning environment in schools.

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