Teacher's Professional and Administration Development in Nepal: A Managerial Perspective

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Abstract
Managers and professionals of this competitive and demanding century have a job to do. While on the one hand the job is considerably different from that of their predecessors on the other hand it is basically the same. 'How can I become a better professional?' When an individual excels in a technical role, the organization honors him by putting him into a role which demands more managerial work and less technical work. However, this article is highlighted the teacher's professional and administration development from managerial perspective.
Keywords: Managers, Teacher, development, Administrative and perspective

1. Introduction

A manager has a power over the resources of the organization, commands authority over others, can coerce and reward people in multiple ways, and gets greater prestige and status in the society (Sanghi, 2007). However, the success in the managerial role depends on whether or not one has managerial skills. There are three basic ingredients of the managerial skills. 1. Technical skills are the ability of doing things by one's own effort. 2. Human skills are essentially concerned with the ability to interact with people in an effective manner. 3. Conceptual skills include the realization of the future of the organization, the ability to understand the internal and external environment, and an overall vision of the direction in which the organization will move in times to come. (Sanghi, 2007)

Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Vega, 2013) and it is the strongest school-related factor that can improve student learning and achievement (Hightower at el, 2011). However, knowing this, what is the best way to foster and provide ongoing support for good teaching practices? While every school is unique, research has identified several elements that can almost universally increase the chances for successful teacher development and create a powerful and positive school community.

1.1. What is Management?

Management in all business and organizational activities is the act of coordinating the efforts of people to accomplish desired goals and objectives using available resources efficiently and effectively (WIKIBOOKS, 2017). However, management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources (MSG, n.d.; LIBRARIES, 2008).

2. Major management functions

Management can be defined as all the activities and tasks undertaken by one or more persons for the purpose of planning and controlling the activities of others in order to achieve an objective or complete an activity that could not be achieved by the others acting independently. The most widely accepted are functions of management given by KOONTZ and O'DONNEL i.e.**Planning**, **Organizing**, **Staffing**, **Directing** and **Controlling**. Management as defined by well known authors in the field of management contains the following components: (MSG, n.d.)

Activity	Definition or Explanation
Planning	Predetermining a course of action for accomplishing organizational objectives
Organizing	Arranging the relationships among work units for accomplishment of objectives and the granting of responsibility and authority to obtain those objectives
Staffing	Selecting and training people for positions in the organization
Directing	Creating an atmosphere that will assist and motivate people to achieve desired end results
Controlling	Establishing, measuring, and evaluating performance of activities toward planned objectives

3. Managerial Aspect of Teacher Processional Development

The overall process of management can be broken down into a number of individual processes that are methods of operation specially designed to achieve a set of objectives.

However, it is a planning for key to achievements, decision-making, is a manager or a leader, possess of leadership potential, sharpen of supervisory skills, demonstrate 'Initiative' if you want to be delegated, win in conflict situations, be creative, and be innovative and what do managers do? (Sanghi, 2007)

Government of Nepal also has introduced the managerial aspects in teacher professional development in Nepal (NCED, 2068). It has included the following contents for the managerial aspects.

Training Courses Component: A Course Framework (NCED, 2068).

Theme	Content Elaboration
Effective Leadership	• School Management Model and best practices • Better school management practices on the national and international practices • School management Model under decentralized school management approach • Leadership building, • concept of leading schools
Educational Planning at school level	• Decentralized planning practices • Utilization of planning tools • School improvement plan • Plan implementation strategies and tactical skills
Resource Acquisition, utilization and accountability	• Identifying multiple sources of resources for school development • Resource Management • Accountability in resources allocation and utilization
Teacher Management Development and professional accountability	• Teacher selection • Teacher retention • Teacher development
Diversity consideration in school Management	• Understanding diversities as crystal realities of the situations • Considering diversities • Assessment of diversity • integrating diversities
Instructional Management	• Effective utilization of school curriculum • Development and selection of local subjects • Instructional Planning • Instructional materials • Students Evaluation
Problem solutions measures	• conflict among teachers • Managing bully students

4. Planning—Key to Achievements

Teachers are planners. This is the essential role of successful teaching. The school curriculum is a long-term plan of action. It is the combined total of what a student should learn and when he should learn it. Teachers' involvement most often begins at the unit phase of planning. Units are just that, they are units of the curriculum that teachers can work with. Daily lesson plans are the "bread and butter" of the teacher (The Teacher as The Planner).

5. Leadership Development in Teacher Professional Development

Leadership is the art of influencing individual or group activities towards the achievement of enterprise objectives. Leadership is more than power or authority. It implies some degree of voluntary compliance by followers. Leadership represents the ability to influence subordinates to willingly perform specific tasks associated with goal achievement (Sanghi, 2007).

Research shows that the following features of effective leadership can improve student achievement (Leithwood et al., 2004; Vescio, Ross, and Adams, 2008; The Wallace Foundation, 2012):

- A **vision** of academic success for all students based on high expectations
- A **safe and cooperative climate** for learning

- **Support and training** to promote continual professional learning
- **Data to track and promote collaborative inquiry and practices** that improve student learning
- **Cultivating leadership** in staff, parents, and community partners (VEGA)

Wallace's work since 2000 suggests that this entails five key responsibilities: (Harvey, 2012)

- Shaping a vision of academic success for all students, one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost.
- Managing people, data and processes to foster school improvement.

6. Decision-Making in Professional Development of Teachers

Decision-making is a key activity at all levels of management. Making decisions involves choice between two or more alternatives. It requires knowledge about available alternatives, the consequences of available alternatives, ability to evaluate the consequences of available alternatives and a well-ordered and stable set of preferences. (Sanghi, Towards Personal Excellence, 2007)

Effective decision making skills are important for children's learning in many areas. When children are supported to make responsible decisions at school it helps them manage their own behaviour and relate more effectively to others. Many situations provide opportunities to teach and reinforce children's developing decision making skills at school. These arise in formal learning, social activities, play, and in choosing appropriate behavior in the school grounds. School staff can assist children to manage their behaviour at school by teaching skills for decision making and encouraging children to use them in a range of situations (Australia, 2011)

7. Instructional Management for Professional Teacher

The purpose of instructional planning is two-fold: to effectively organize instructional activities and materials and to ensure that student growth is at the center of instruction.
Effective instructional plans communicate:

- Instructional Activities
- Targeted Student Learning Objectives (Standards-based)
- Instructional Procedures
- Assessment of Learning
- Clearly Assigned Staff Roles
- School-Home Connections
- Required Materials   (St Paul Public School)

Instructional planning is moving students toward dramatic gains in student achievement involve many things—from building a powerful classroom culture to communicating effectively with students and parents. Good instructional and design has the following components.

- Start with standards
- Student assessment
- Long term planning
- Unit Planning:
- Lesson planning: standards lesson structures, instructional methods, making effective instructional choices
- Differentiation
- Grading Supplement Recording Results Effectively (Instructional Planning & Delivery, 2010)

According to Hendrick Hudson School District-Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. Following are the elements of instructional management.

Element.1-Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Element .2- Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Element .3-Teachers use a broad range of instructional strategies to make subject matter accessible.

Element .4- Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element .5- Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element .6- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. (Hendrick Hudson School District)

8. Motivation Factor of Teacher Professional Development

Teacher professional development (PD) is an essential feature of instructional interventions in general, and for the improvement of students' math and science learning and achievement in particular. The more motivated teachers are to participate and engage in PD, the more likely they will be to profit from the experience. Teacher motivation in PD is directly linked with classroom enactment of PD approaches, content and skills, and it is indirectly related to increasing the likelihood of desirable student outcomes. (Conley, 2011)

Recent work on teacher motivation within the framework of expectancy-value theory (Richardson & Watt, 2006; Watt & Richardson, 2007) provides evidence for links between teachers' motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development. Much of the evidence for the effects of motivation focuses on teacher efficacy—their self-perceived capabilities to affect outcomes (Conley, 2011)

With respect to motivation patterns, it is commonly argued that working in rural schools is considerably more difficult and thus more de-motivating than in urban schools due mainly to poor living and working conditions. However, the findings from the country studies show that this is not necessarily the case. Certainly, in South Asian countries, it appears that teachers at rural schools do feel disadvantaged. But, teachers who work at schools in their home areas tends to have higher levels of job satisfaction than their colleagues who are 'strangers' in the locality. This is because locally based teachers are more likely to have supportive extended family and social networks, be known to the community, and have higher levels of commitment to promoting education and development activities in the area. They are also likely to have access to land. Urban-based teachers who are posted to rural schools tend to come from better-off family backgrounds and often face considerable difficulties, even hardships, adapting to village life. The study also explores the key determinants of teacher motivation in developing countries. Eight areas are delineated, namely teacher and school accountability, security and conflict, the policy environment, teacher competence, vocational commitment and occupational status, pay, working and living conditions, and teacher and system management. (Akyeampong, 2007)

9. Effective Communication of Teachers

Communication skills are important for many professions but are crucial for teachers. Teachers communicate with students, parents, colleagues and administrators every day. Whether communicated face-to-face, on the phone, in print, electronically or through the public address system, the message must be constructed carefully and delivered clearly to be properly received.

John Dewey (1916) also observed: There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common … Not only is social life identical with communication, but all communication is educative (pg 5-6). The educational communication context refers to the classroom in which we communicate and includes the history we have with each group of students in a daily and semester basis. It is the place and time that binds teacher with the students for the daily pedagogical tasks of the term. One can delineate additional context: one for the school districts, another for the nation, and so on. The teacher serves primarily as a source but secondarily as a receiver. The reverse is true of the student. Fiordo suggests that the style of instruction predicates the mode of the instructor. (Loy, 2006)

Diversity Management: a Component of Teacher Professional Development

Diversity management is key to teacher professional development. Children from various backgrounds come in a classroom setting. Major diversity components are age, sex, religion, disabilities, culture, ways of thinking, language family status etc. Generally diversity management has the following importance;

- Diversity Management promises to enable multiplicity in forms of organization and thereby to revaluate the human being itself.
- Different perspectives, ideas, talents and potentials are to be accepted cultural variety is not to be reduced, but to be enhanced in order to construct a basis for creativity and innovation.
- Organizational culture, which includes every individual and not just the members of a dominant group (Heidsiek, 2009)

Teaching is first and foremost a social practice which demands more than mere technical strategies or disciplinary knowledge (CoE, 2009). The nature of teaching is constantly requiring situational judgments based on complex situations and diverse settings. Diversity is both an issue for teachers in general, including subject teachers, for instance in topics such as history, language, civic education, religion etc., as well as for teachers with expertise in a particular aspect of diversity. How teachers are prepared to engage with diversity in its broadest sense is of crucial importance (CoE, 2004). Institutions responsible for preparing teachers have to develop their competences for dealing with all facets of socio-cultural diversity. In this chapter we start by

introducing and contextualizing the concept of competence and the notion of key competences. Finally, we present the key competences that will enable teachers to engage appropriately and effectively with diversity, together with a discussion of their significance to teachers. (CoE, 2009)

10. Conclusion

It has been established that managerial aspect is need to introduce for effective teacher professional development. Teachers are managers also. It has an adequate theory-base to introduce methods for which there is evidence in the study. Policies, researches, practices and experience of the various institutions, experts and individuals proves that managerial aspect of professional development is important. Teacher as a managers need to consider various aspects such as planning, decision making, instructional management, conflict management, motivational factors, diversity management, good communication skills and others. It shows that managerial aspect is important to introduce in teacher professional development scheme. The teacher professional development programmes have mentioned by various organizations. Though some of the provisions of managerial aspect are included in courses of various institutions, the inferences from the study will largely applicable in teacher development scheme.

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