



TEACHERS AS ELECTRONIC ADMINISTRATORS

Natasha Angeloska-Galevska

Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje, Republic of Macedonia

Vlado Stojanov

Bureau for Development of Education, Ministry of Education and Science, Skopje, Republic of Macedonia

Abstract

The aim of the research is to explore the advantages and disadvantages of introducing an electronic administration in schools as one of the innovations in reforming of the Macedonian educational system. This innovation requires new administrative tasks for teachers such as input of grades and other information for students in an electronic diary, electronic communication with parents, etc.

Results of this study discovered in-depth problems in schools and dissatisfaction of teachers that follow educational reforms. Based on the results, concepts for future actions are recommended that can overcome present problems and can contribute to better quality in education.

Key words: *teachers, schools, electronic administration.*

1. Introduction

Electronic administration in schools is innovation that has been introduced in the last decade as part of reform activities that aimed to harmonize Macedonian legislative with EU according to the EU benchmarks defined in the National Programme for adoption of European Union legislative (2013). This initiative is financed by the fourth component of IPA funds for human resources development and institution building. Since then, there are two parallel ways of administration: traditional and electronic and teachers have to implement both of them.

Contact: ngalevska@yahoo.com. The author declares that he has no relevant or material financial interests that relate to the research described in this paper. Also, the author declares that the submitted paper is his original work and that, upon publication, nothing contained in it will not constitute an infringement of any copyright. Paper received **05.01.2018**. Approved **24.03.2018**. This paper is licensed under the Creative Commons Attribution-Non Commercial-No Derives 3.0. License. This paper is published with Open Access at www.socioeconomica.info. The author would like to thank the reviewers of this journal for their valuable comments and suggestions on the earlier version of this paper. The quality of this paper has greatly improved from those comments.

2. New vs traditional administration in schools

According to the Rulebook on management, form and content of pedagogical documentation and evidence in high schools (2009), traditional administration covers three types of tasks:

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2. issuing diplomas, certificates, etc.
3. Keeping ledger and other administrative documents with permanent character.

Storage of electronic data is new administrative task for teachers and additional workload in their daily work. According to the New amendments in the Law on Primary and Secondary Education (2010), electronic administration contains a number of activities, such as:

- data storage of grades and other information for students within the electronic diary (E-diary);
- electronic storage of data, related to school, facilities, teaching staff, students, curricula and other types of records in the so called Educational Management Information System or shortly EMIS;
- electronic storage of all data related to the management of human resources in the school, or so called HRM (Human Resources Management);
- electronic communication with parents;
- digital publishing of diplomas, certificates, etc., using electronic data.

EMIS and HRM are two separate but inter-related data bases that, together with the e-diary as a subsystem, make an Integrated Electronic Data Base, as a summative information system for management of primary and secondary schools. EMIS contains data related to school, school staff, curricula, facilities etc. HRM contains data regarding teaching staff related to their career and responsibilities.

Electronic diary is a project of Ministry of Education and Science aimed to improve communication between teachers and parents, to enable fast and simple information about pupils' achievements and to make statistical reviews.

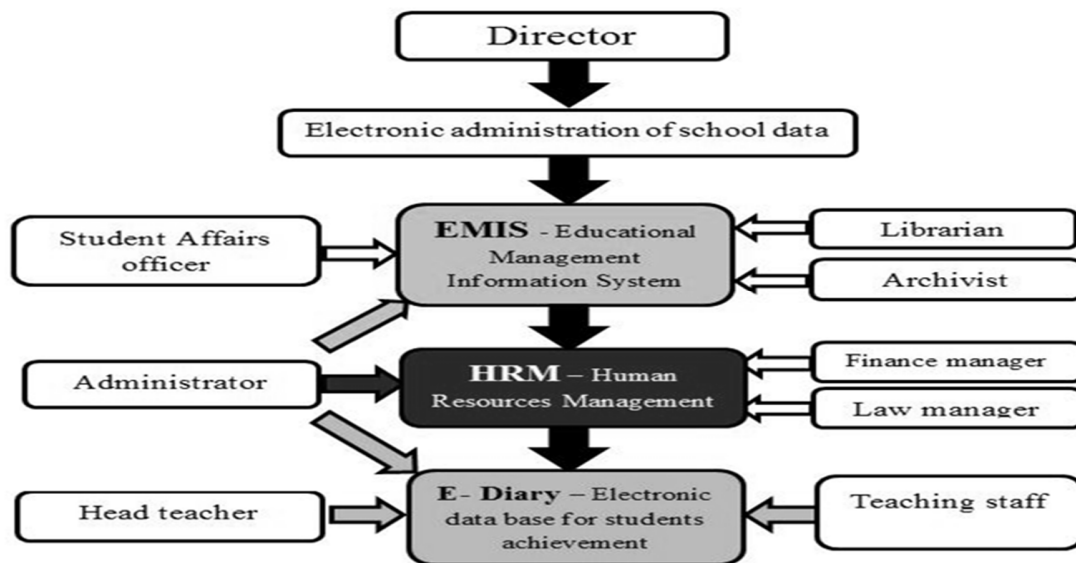
The Single Integrated Electronic Database is also owned by the Ministry of Education and Science and data storage aims to improve the electronic evidence and documentation of students, employees and teaching staff with full insight and overview of the situation in schools. The main goal is data to be used for more effective education policy. Related to this, the educational work of the teacher is further expanded with pedagogical - administrative work and almost doubled workload.

The law determines hierarchy of responsibility for entering data into EMIS, HRM and E-Diary. It means that the school principal is responsible for timely data entry into electronic data bases. According to the New amendments in the Law on Primary and Secondary Education (2012,

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Picture – 1. The structure of engaged school human resources in electronic administration



The administrator is responsible for entering data and manage all the electronic databases in proper order (EMIS, HRM and E-Diary). In 99% of the cases, administrators are selected from the teaching staff in the school and appointed by the school principal. Head teachers and other teaching staff are responsible only for entering data into E-Diary. Other school staff should also be included in the process of electronic administration.

Abstinenances or failure in fulfilling the task as a legal responsibility foreseen penalties that can influence future professional development of teachers.

3. Research methodology and results

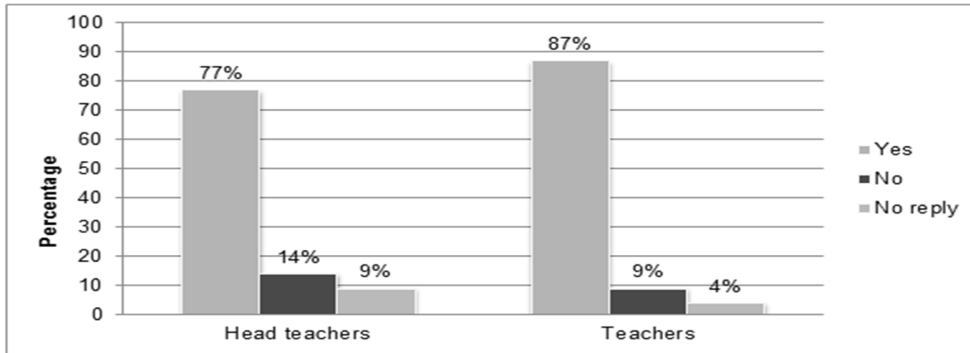
Any imposed expansion on the primary role of the teacher with additional responsibilities that are not directly related to the teaching of students, can disrupt the working harmony and create difficulties in carrying out their professional duties. Consequently, **the aim** of our research was to explore the advantages and disadvantages of introducing an electronic administration in schools and to discovered in-depth problems in schools that follow educational reforms.

The survey was conducted for measuring positive and negative effects caused by the everyday usage of pedagogic administration by the teaching staff. Data were gathered with the use of scales and questionnaires and were analyzed with adequate quantitative and qualitative procedures. Research sample is stratified and it includes 151 teachers, 9 principals and 16 administrators from nine schools in Skopje, the capital of Macedonia.

Results point out the high extent of dissatisfaction of teachers regarding electronic administration of school data. Most of them are unsatisfied with the distribution of roles, terms

and conditions for conducting electronic administration. Over 80% of teaching staff thought that they are overloaded with pedagogical- administrative tasks. (Chart 1)

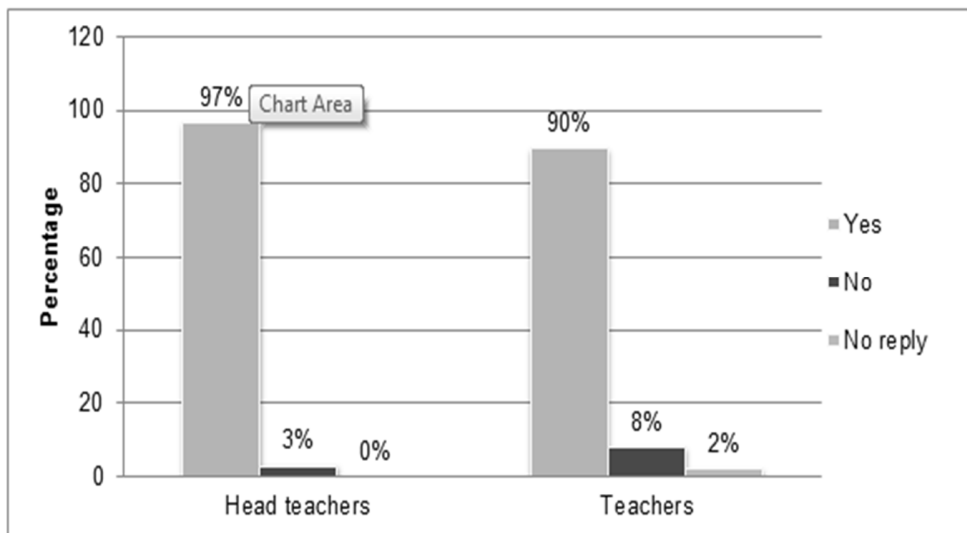
Chart - 1. Responds regarding overload with administrative duties at school



During the interviews 7 out of 9 principals also confirmed that human resources engaged in electronic administration are partly satisfied with their pedagogical - administrative role.

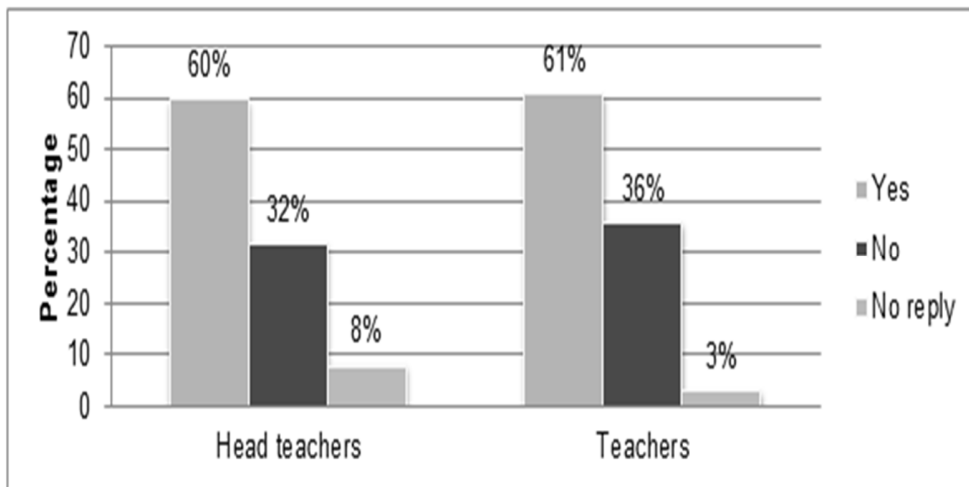
The reasons for teachers' dissatisfaction are uncovered in the results that follow. Very high percentage of respondents (over 90%) replied that that data storage in electronic school diary increased their obligations at school. (Chart 2)

Chart – 2. Administration of E-Diary diary increased their obligations at school



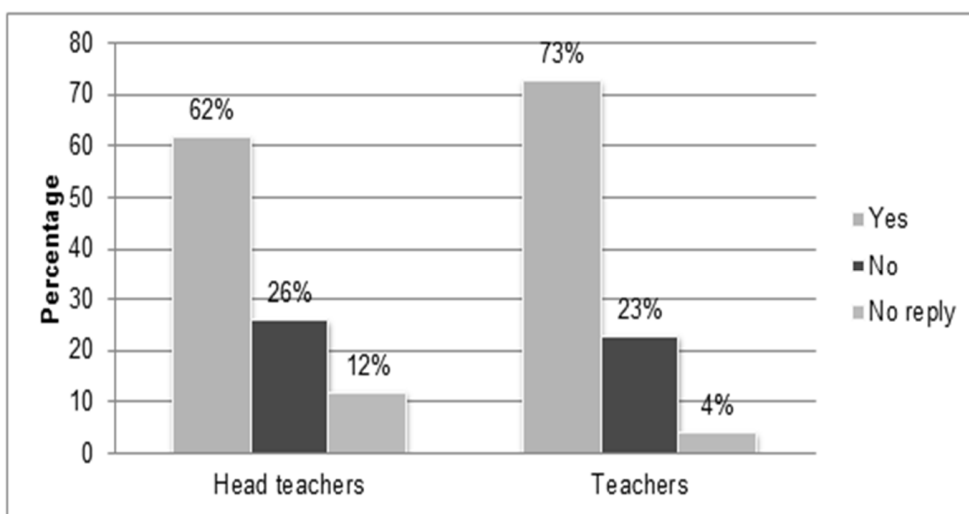
60% of respondents agreed that entering data into E-diary is time consuming and therefore it makes the teacher work more difficult than it was before. (Chart 3)

Chart – 3. Administration of E-Diary is time-consuming



Over 60% of the respondents stated that they prefer to work only as teachers, not as administrators. (Chart 4)

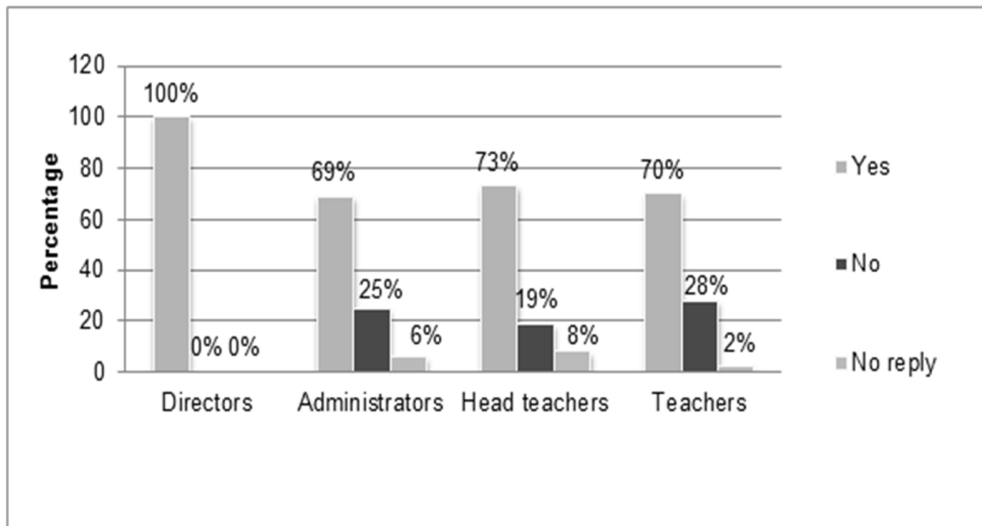
Chart – 4. Teachers prefer to be teachers, not administrators



Overload of school obligations such as teaching, electronic administration of three databases, extracurricular activities, etc. directly affect the teaching process, stated most of the respondents.

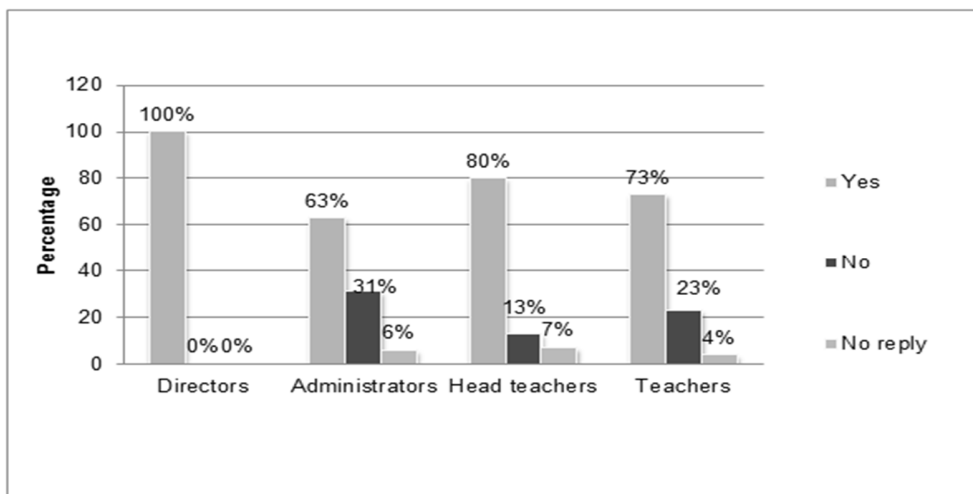
All research samples (school principals, administrators, teachers and head teachers) estimated that there is a need for new job position that will be in charge for more efficient management of electronic administration. (Chart 5)

Chart - 5. There is a need for extra human resources for timely and proper functioning of electronic administration and electronic data entry.



More than 70% of respondents replied that extra human, material and financial resources should be located for this reform and over 70% of them reported that there is a need for reorganization in electronic administration and creating new job positions and resources responsible for electronic administration at the school. (Chart 6)

Chart – 6. There is a need of creating new administrative jobs and reorganization of electronic administration



Regarding these two questions all the principals agreed that reorganisation is needed for more efficient electronic administration in their schools.

4. Conclusion

Results of the empirical research point out to the current problems that teacher faced in their work and to the actions that are needed to overcome them and to achieve better quality in education. Relevant educational institutions, municipalities and the Government of the Republic of Macedonia are addressed by the respondents as responsible for implementation of the reform and its' success. Only adequate distribution of human roles can lead to necessary changes and further improvement of electronic administration.

Based on the results of theoretical and empirical research we propose set of further activities that can lead to the improvement of educational services and better utilization of management and teaching capacity in secondary schools.

5. Recommendations

- To organize a public debate with representatives of state and local government about electronic database administration in schools;
- To set up general and specific manual for conducting electronic administration, with regulation of conditions and all other issues that are not regulated;
- To prepare new systematization of jobs in schools with new open vacancies such as administrator for electronic administration and expert associate in computer technology;
- To avoid double administration, both classical and electronic;
- To choose and adopt a model from those proposed for electronic administration in schools (for example, to form a new special service for electronic administration in schools with new open jobs according to new systematization or some other acceptable model keeping the existing human resources with paying bonus for their extra work);
- To consider the possibility of determining and defining the ways of financial remuneration for teaching staff (administrators, head teachers and teachers);

- To restore the dignity and primary educational role of the teacher in the educational process.

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