

ABSTRACT

THE PERCEPTION OF THE RELATIONSHIP BETWEEN ADMINISTRATORS INVOLVEMENT IN FUND-RAISING ACTIVITIES AND EFFECTIVE MANAGEMENT OF SCHOOL OPERATIONS.

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Inadequate funding of Secondary schools in Jamaica has forced many school administrators to spend quality time on fund-raising activities, thus limiting the time available for school operations.

Local media comments expressed dissatisfaction with administrators involvement in fund-raising activities, as it is believed that this involvement in fund-raising activities impacts negatively on instructional learning.

This study was designed to investigate and document the perception of the relationship between the administrators' involvement in fund-raising activities and the effective management of school operations. Information was sought specifically on the school operations variables, supervision, and planning and organizing staff development programmes.

The sample consisted of forty-three (43) principals and three hundred and seventy-seven (377) teachers. Questionnaires were used to gather data from

principals and teachers. Descriptive and inferential statistics were used to analyse the data.

The findings revealed that:

1. Most Secondary school principals (56%) perceive that their involvement in fund-raising activities does not affect the supervision of the academic staff.
2. Most Secondary school principals (59%) perceive that their involvement in fund-raising activities enhances their supervision of the students and school plant.
3. A narrow majority of Secondary school principals (53%) perceive that their involvement in fund-raising activities limits their planning and organizing staff development programmes.
4. Most Secondary school teachers (61.3%) perceive that their principal's involvement in fund-raising activities does not limit her/his supervision of the academic staff.

5. There is no marked percentage difference in the teachers perception of the effect of the principal's involvement in fund-raising activities on the supervision of the students and school plants. On an average 38.2% agree that there is a positive effect, 21.5% are undecided and 40.3% disagree that the principal's involvement in fund-raising activities affects the supervision of the students and school plant.
6. Forty five point two percent (45.2%) of the teachers disagree that their principals involvement in fund-raising activities has a negative effect on the planning and organizing of staff development programmes, 32.2% perceive that the principals involvement does affect the planning and organizing of staff development programmes and 22.6% are undecided, which means these teachers have not formed an opinion with respect to the effect of their principal's involvement in fund-raising activities on the planning and organizing of staff development programmes.
7. There is a moderately positive relationship between the degree of involvement in fund-raising activities, and the level of supervision offered.
8. There is a negative relationship between the degree of involvement in fund-raising activities, and the degree of planning and organizing of staff development programmes.

9. Age is not an important factor in determining the degree of involvement in fund-raising activities.
10. Younger and older Administrators do not differ significantly in the degree of involvement in fund-raising activities.
11. Training in education administration does not determine the level of involvement in fund-raising activities. There is no significant difference between trained and untrained Administrators in their degree of involvement in fund-raising activities.
12. Administrators in Traditional High, New Secondary, Re-Classified, Comprehensive and Technical High Schools do not differ significantly in their degree of involvement in fund-raising activities.
13. Administrators do not differ significantly in their degree of involvement in fund-raising activities whether their schools are located in the urban or rural areas.

A number of recommendations were made based on the findings. Some of these are:-

1. Training is a critical area that needs to be addressed. It will not be the

answer to government's inadequate financing of schools, but will impact greatly on principals' and teachers' behaviour and attitude with respect to the importance of supervision and staff development in schools. Unless principals and teachers are aware of the role of the principal, there can be no congruency in goal achievement, even if funds are available. This need for training is reflected in the fairly large percentage of teachers who were undecided on all the variables.

2. It is possible for Administrators to spend less time on fund-raising activities if student/teacher projects are implemented on a continuous basis. For example, school farms, poultry, cake sales from the Home Economics department, furniture repairs by the Industrial Arts department, will not only save expenditure and earn funds, but will help students to develop entrepreneurial and other business skills, further allowing the administration to spend less time on fund-raising activities.
3. Students need to be educated with respect to the financing of education, and the constraints Administrators face in their provision of material and equipment for instructional learning. This, one hopes, will help to reduce students' vandalism in all areas, minimising replacement costs and so reduce the need for frequent fund-raising.

4. James (1975) proposes that all principals attend development courses annually. A further recommendation is that a national staff development committee be established, whose primary function will be to plan and coordinate staff development programmes for principals and teachers. Such programmes should facilitate local needs in keeping with national policy.

It is hoped that this study will stimulate others to do further work in the field of financing education.