



Research Article

Administrative Responsibility as a Parameter of In-Service Teacher Education

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Abstract

In-service teacher education plays a critical role in the continuous professional development of teachers, equipping them to meet evolving educational demands. While most programs emphasise pedagogical skills and subject knowledge, administrative responsibility remains an underexplored yet crucial parameter. This study examines the role of administrative responsibility in enhancing teacher effectiveness, leadership, and accountability within schools. Using a qualitative approach involving interviews, document analysis, and reflective practice, the research identifies how administrative competencies such as planning, resource management, policy implementation, and organisational leadership contribute to professional growth and improved school functioning. The findings highlight gaps in current in-service programs and underscore the need to integrate structured administrative training. By recognising administrative responsibility as an essential dimension of teacher development, educational institutions can foster holistic professional competence and improve overall teaching-learning outcomes.

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1. INTRODUCTION

Professional development is a continuous and dynamic process that enables teachers to enhance their knowledge, refine pedagogical skills, and develop professional competencies necessary to meet the evolving demands of contemporary education (Guskey, 2002). In modern education systems, teachers' roles extend far beyond classroom instruction to encompass a wide range of professional responsibilities, including planning, organising, documentation, coordination of co-curricular activities, compliance with institutional policies, and active participation in school development initiatives (Day, 1999; Fullan, 2007). Among these responsibilities, administrative responsibility has emerged as a critical parameter of in-service teacher education, reflecting a teacher's ability to manage institutional and instructional tasks effectively while maintaining accountability, discipline, and professional integrity (Kleinhenz & Ingvarson, 2004; Maphosa, Shumba, & Shumba, 2012). According to Dewey (1938), meaningful professional growth is rooted in experience, and reflective engagement with one's professional duties is essential to develop competence and expertise.

Administrative responsibility in teaching includes tasks such as lesson planning, maintaining records, monitoring student progress, coordinating co-curricular activities, implementing school policies, and engaging in reflective practice, all of which enhance teacher effectiveness and accountability (Ward & Grant, 2011). Studies show that strong administrative systems and support improve teacher performance and job satisfaction by helping manage classroom and institutional demands efficiently (Stronge et al., 2011; School administrator support, 2020). Teachers with effective administrative skills can better manage classrooms, organise learning environments, and collaborate with colleagues, thereby strengthening instructional quality and school functioning (Stronge et al., 2011; Maphosa et al., 2012). However, in-service teacher education often prioritises pedagogy over administrative skill development, which can limit overall professional effectiveness and institutional contribution (School administrator support, 2020; Maphosa et al., 2012).

Integrating administrative responsibility into in-service teacher education programs provides teachers with opportunities to strengthen managerial, organisational, and leadership capacities while fostering professional accountability and reflective practice. Structured training, mentorship programs, collaborative projects, and the use of digital tools for documentation and reporting can help teachers develop these competencies practically and systematically. Such approaches are strongly supported in the literature on professional learning, which emphasises that reflective practice and experiential learning are central to teacher development (Schön, 1983; Brookfield, 1995). These initiatives also encourage problem-solving, decision-making, and innovation, enabling teachers to respond effectively to the complex and evolving demands of contemporary education systems (Darling-Hammond et al., 2017; Guskey, 2002).

Administrative responsibility supports teachers' professional growth by connecting classroom practice with school management. Engagement in administrative tasks broadens

teachers' understanding of institutional functioning, improves organisational efficiency, and helps create a positive learning environment. Studies on teacher professionalism emphasise that effective teachers act as both instructional leaders and contributors to school development (Day, 1999; Fullan, 2007). Recognising administrative skills as part of professional competence highlights the dual role of teachers as educators and managers (Kleinhenz & Ingvarson, 2004). Therefore, in-service teacher education should integrate administrative training with pedagogical development to ensure holistic growth and institutional effectiveness (Darling-Hammond et al., 2017; Guskey, 2002).

2. OBJECTIVES

1. To study the role of administrative responsibility in teacher effectiveness.
2. To explore the strategies for enhancing administrative responsibility among teachers participating in in-service training.
3. To identify challenges in developing administrative competencies among in-service teachers
4. To suggest strategies for integrating administrative responsibility into in-service teacher education programs to enhance professional growth.

3. METHODOLOGY

This research follows a qualitative approach, utilising document analysis, to study the role of administrative responsibility in in-service teacher education. It reviews a variety of sources, including institutional reports, training manuals, policy documents, administrative records, reflective journals of teachers, and relevant academic literature, to understand how administrative responsibilities influence teachers' professional growth and program effectiveness. The collected data are analysed using thematic analysis to identify recurring patterns, themes, and insights related to organisational skills, accountability, program management, reflective practice, and collaborative learning, providing a comprehensive understanding of administrative responsibility as a key parameter in enhancing the quality and impact of in-service teacher education programs.

Administrative Responsibility

Administrative responsibility refers to the obligation and accountability of individuals, particularly teachers and educational administrators, to efficiently plan, organise, implement, monitor, and evaluate various professional and institutional activities. In the educational context, it is not limited to management tasks alone; it also encompasses ethical, professional, and organisational duties that contribute to the smooth functioning of teaching, learning, and school administration (Stronge et al., 2011). Effective administrative responsibility is therefore closely linked with teacher professionalism and school effectiveness, as it ensures proper coordination of educational processes and accountability in institutional functioning (Day, 1999; Fullan, 2007).

Key Aspects of Administrative Responsibility in Education Planning and Organization

Teachers with administrative responsibility are expected to plan lessons, schedules, and activities effectively, ensuring that resources, time, and learning objectives are efficiently utilised. Proper planning helps maintain structure and consistency in educational programs. Effective planning and organisation are recognised as essential components of teacher professionalism, as they enable efficient classroom management, curriculum implementation, and achievement of instructional goals (Stronge et al., 2011; Day, 1999). Research also emphasises that well-structured planning contributes significantly to teaching effectiveness and school improvement by ensuring alignment between instructional objectives and institutional expectations (Fullan, 2007; Guskey, 2002).

Record Keeping and Documentation

Accurate maintenance of attendance, student performance records, lesson plans, and other administrative documents is an essential part of administrative responsibility. This ensures accountability, transparency, and informed decision-making in educational settings. Effective record-keeping and documentation are widely recognised as key components of teacher professionalism, as they support monitoring of student progress, evaluation of instructional effectiveness, and compliance with institutional requirements (Stronge et al., 2011). Such practices also enhance school accountability systems and contribute to data-driven decision-making for improving teaching and learning outcomes (Guskey, 2002; Day, 1999).

Decision Making and Problem Solving

Administrative responsibility involves the capacity to make informed decisions related to classroom management, instructional strategies, and program implementation. Teachers must identify challenges, propose solutions, and implement changes effectively. Effective decision-making and problem-solving are widely recognised as essential dimensions of teacher professionalism, as they enable teachers to respond to classroom complexities, improve instructional quality, and ensure smooth implementation of educational programs (Day, 1999). Research also highlights that reflective and evidence-based decision-making strengthens teacher effectiveness and contributes to continuous school improvement and student achievement (Guskey, 2002; Fullan, 2007).

Coordination and Communication

Teachers often collaborate with colleagues, school leadership, parents, and other stakeholders. Administrative responsibility requires clear communication, coordination, and teamwork to achieve common educational goals. Effective coordination and communication are recognised as essential aspects of teacher professionalism, as they support collaborative decision-making, strengthen school-community relationships, and enhance the overall functioning of educational institutions (Day, 1999; Fullan, 2007). Research also emphasises that strong interpersonal communication and collaborative practices among teachers and stakeholders contribute significantly to improved

school effectiveness and student learning outcomes (Hargreaves & O'Connor, 2018).

Compliance with Policies and Standards

Teachers must adhere to institutional rules, government regulations, and professional ethics. Administrative responsibility ensures that all activities align with established standards and policies, thereby promoting accountability and professionalism in educational practice. Compliance with educational policies and professional standards is widely recognised as a key aspect of teacher effectiveness, as it ensures consistency, equity, and quality in teaching and learning processes (Day, 1999; Stronge, Ward, & Grant, 2011). It also reflects teachers' ethical responsibility and commitment to institutional goals, which are essential for maintaining trust, discipline, and organisational integrity within schools (Fullan, 2007; Guskey, 2002).

Monitoring and evaluation

Regular assessment of teaching practices, student progress, and program effectiveness falls under administrative responsibility. This process supports reflective practice and continuous professional development by enabling teachers to identify strengths, address gaps, and improve instructional strategies. Monitoring and evaluation are widely recognised as essential components of effective teaching practice, as they provide evidence for instructional decision-making and contribute to school improvement and accountability (Guskey, 2002). Furthermore, reflective evaluation of teaching practices helps educators engage in continuous learning and professional growth, thereby enhancing overall teaching effectiveness (Day, 1999; Fullan, 2007).

Leadership and Supervision

Teachers and school leaders who take administrative responsibility often guide others, delegate tasks appropriately, and provide mentorship, which strengthens institutional efficiency and learning outcomes. Leadership and supervisory roles in education are widely recognised as essential components of effective schooling, as they foster collaboration, build professional capacity, and improve organisational performance within schools (Fullan, 2007; Day, 1999). Effective instructional leadership also contributes to teacher development and student achievement by creating supportive environments, promoting shared decision-making, and enhancing accountability in school practices (Stronge, Ward, & Grant, 2011; Guskey, 2002).

In the context of in-service teacher education, administrative responsibility is a critical parameter because it directly affects teachers' professional growth, classroom effectiveness, and overall program success. Teachers who manage their administrative duties well can focus more on pedagogical excellence, reflective practice, and collaborative learning, thereby enhancing both their own professional development and student learning outcomes.

Role of Administrative Responsibility in Teacher Effectiveness

Administrative responsibility is a significant determinant of teacher effectiveness, particularly within the framework of in-service teacher education. It refers to the capacity of teachers to systematically plan, organise, implement, and evaluate professional and institutional tasks with accountability, efficiency, and foresight. In this context, administrative responsibility extends beyond classroom teaching to include essential functions such as documentation, coordination of academic and co-curricular activities, compliance with institutional requirements, and engagement in reflective practices that collectively enhance teaching performance. Research in teacher education highlights that such responsibilities are essential for effective school functioning, as they strengthen organisational capacity, improve accountability, and support instructional quality in educational settings (Leithwood, Harris, & Hopkins, 2008; OECD, 2013). Moreover, teachers' engagement in administrative and organisational roles contributes to professional learning and school improvement by aligning classroom practices with institutional and policy expectations (Darling-Hammond et al., 2017; Hargreaves & Fullan, 2012).

1. Enhancing Organisational Skills

Teachers with a strong sense of administrative responsibility are better at planning lessons, managing classroom resources, and organising instructional activities. Effective organisation reduces classroom chaos, ensures smooth delivery of lessons, and allows teachers to allocate adequate time for student engagement and individual learning needs (Harry K. Wong & Rosemary T. Wong, 2009; Jacob Kounin, 1970).

2. Facilitating Professional Development

Administrative responsibility encourages teachers to actively engage in workshops, seminars, and training programs. Through systematic record-keeping, progress monitoring, and reflective practice, teachers can identify areas for improvement, adopt innovative strategies, and strengthen their overall professional competence (Farrell, 2015).

3. Improving Accountability and Transparency

Teachers who carry out administrative responsibilities maintain accurate records of attendance, assessments, and student progress. This accountability helps ensure that learning objectives are achieved and enables administrators and colleagues to monitor teaching quality effectively. Clear and transparent record-keeping also supports the evaluation and improvement of instructional methods (Black & Wiliam, 1998).

4. Supporting Collaborative Learning and Teamwork

Administrative responsibility requires teachers to coordinate effectively with colleagues, school leadership, and support staff. Such collaboration strengthens communication, facilitates the sharing of best practices, and fosters a supportive professional culture, ultimately contributing to improved student learning outcomes (Wenger, 1998).

5. Strengthening Reflective and Decision-Making Skills

Teachers engaged in administrative responsibilities regularly reflect on their instructional practices, assess learning outcomes, and make informed decisions based on evidence. This reflective process fosters continuous professional improvement, encourages innovation in teaching, and supports the adoption of evidence-based instructional strategies (Dewey, 1933; Hattie, 2009).

6. Ensuring Program Implementation and Compliance

In-service teacher education programs often come with specific administrative requirements, such as reporting, documentation, and adherence to institutional policies. Teachers who take responsibility in these areas ensure that programs are implemented effectively and that learning objectives align with institutional and policy standards (Michael Fullan, 2007; OECD, 2019).

Administrative responsibility acts as a backbone for teacher effectiveness by fostering organisational competence, professional growth, accountability, collaboration, and reflective practice. Teachers who internalise these responsibilities are better equipped to deliver high-quality education, adapt to evolving pedagogical demands, and contribute meaningfully to the overall success of educational programs.

Strategies for Enhancing Administrative Responsibility in In-Service Teacher Education

Administrative responsibility is crucial for ensuring that teachers not only excel in teaching but also contribute to the smooth functioning and effectiveness of educational programs. In the context of in-service teacher training, fostering administrative responsibility can enhance teachers' organisational skills, accountability, reflective practices, and overall professional growth (Linda Darling-Hammond et al., 2017). The following strategies can be implemented to achieve this goal:

Strategies for Enhancing Administrative Responsibility



1. Structured Orientation Programs

Begin in-service training with an orientation that clearly defines the roles, responsibilities, and expectations regarding administrative duties. Provide guidelines on documentation, reporting, and program management, ensuring that teachers understand the importance of administrative responsibility (OECD, 2019; Michael Fullan, 2007).

2. Training in Organisational and Time Management Skills

Conduct workshops and sessions focused on planning, scheduling, and prioritisation of tasks. Encourage teachers to maintain detailed lesson plans, calendars, and activity logs to improve time management and organisational efficiency (Stephen R. Covey, 1989).

3. Emphasis on Documentation and Record-Keeping

Teach teachers the importance of maintaining accurate records of attendance, student progress, and professional development activities. Introduce digital tools and software for streamlined record-keeping, reducing errors and improving accountability (Helen Timperley, 2011; Andy Hargreaves & Michael Fullan, 2012).

4. Mentorship and Peer Support

Pair teachers with experienced mentors who demonstrate strong administrative practices. Encourage peer observation, feedback, and collaborative planning to model effective administrative behaviour (Richard DuFour & Robert Eaker, 1998; Etienne Wenger, 1998; Linda Darling-Hammond et al., 2017).

5. Reflective Practices and Self-Evaluation

Promote reflective journals where teachers document their administrative experiences, challenges, and solutions.

Encourage self-assessment of administrative tasks to identify areas for improvement and develop personal strategies for accountability (Donald Schön, 1983; John Dewey, 1933; Thomas S. C. Farrell, 2015).

6. Encouragement of Collaborative and Coordinated Efforts

Organise team-based projects or co-teaching exercises that require joint planning, scheduling, and reporting. Foster a culture of shared responsibility, where teachers learn to coordinate effectively with colleagues and school administrators (Etienne Wenger, 1998; Richard DuFour & Robert Eaker, 1998; John Hattie, 2009).

7. Integration of Technology in Administrative Tasks

Train teachers in using digital platforms for lesson planning, student assessment, attendance tracking, and communication. Technology reduces manual effort, increases efficiency, and ensures transparency in administrative processes (Punya Mishra & Matthew J. Koehler, 2006; UNESCO, 2018).

8. Continuous Professional Development and Feedback

Provide ongoing training sessions focused on administrative skills alongside pedagogical skills. Offer constructive feedback and support to help teachers progressively enhance their administrative responsibility over time (Linda Darling-Hammond et al., 2017; Helen Timperley, 2011). Enhancing administrative responsibility among teachers in in-service training is a systematic and ongoing process. By combining orientation, skill development, reflective practices, mentorship, collaborative efforts, and technology integration, teachers can become more accountable, organised, and effective both in their professional roles and in the classroom. Strong administrative responsibility not only supports their own

professional growth but also contributes to the overall success of educational programs.

Challenges in Developing Administrative Competencies Among In-Service Teachers

Administrative competencies are essential for teachers to effectively manage classroom activities, participate in professional development programs, and contribute to the smooth functioning of educational institutions. However, in-service teachers often face several challenges in developing these competencies due to a combination of individual, institutional, and systemic factors. Understanding these challenges is critical to designing effective strategies for improvement (Linda Darling-Hammond et al., 2017; OECD, 2019).

1. Lack of Awareness and Understanding

Many teachers perceive administrative responsibilities as secondary to teaching and may underestimate their importance. Limited awareness about administrative roles, record-keeping, and reporting procedures can lead to incomplete or inaccurate documentation (Day, 1999; Stronge et al., 2011; Guskey, 2002).

2. Heavy Teaching Workload

In-service teachers often manage multiple responsibilities, including classroom teaching, extracurricular activities, and co-curricular programs. This heavy workload often limits the time and energy available for administrative tasks, thereby restricting opportunities to develop these competencies effectively (Hargreaves, 2003).

3. Limited Training in Administrative Skills

Teacher training programs often prioritise pedagogical competencies while giving comparatively less emphasis to administrative skill development. As a result, many teachers enter the profession with limited preparation in areas such as planning, documentation, scheduling, and program management. This gap in structured training can reduce their ability to manage institutional responsibilities beyond classroom instruction, thereby affecting overall professional efficiency (Ingersoll, 2003).

4. Inadequate Institutional Support

Inadequate institutional support is a major barrier to developing administrative competencies among in-service teachers, as many schools and training institutions lack clear guidelines, sufficient resources, and structured mentoring systems. The absence of effective support mechanisms such as supervision, monitoring, and constructive feedback limits opportunities for teachers to strengthen their administrative skills and perform their roles efficiently. Studies indicate that effective teacher development depends on sustained institutional support and well-structured professional learning environments (Avalos, 2011), while collaborative school practices and feedback-oriented cultures are essential for enhancing teachers' professional growth and effectiveness (Hattie & Timperley, 2007).

5. Technological Barriers

Technological barriers significantly affect the development of administrative competencies among in-service teachers, as the integration of digital tools for record-keeping, communication, and reporting becomes increasingly essential. Many teachers face challenges such as limited access to technology, inadequate infrastructure, and insufficient training in using digital platforms. Difficulties in operating administrative software, online systems, and communication tools can reduce efficiency and hinder accountability in professional tasks. As noted by Punya Mishra and Matthew J. Koehler (2006), effective integration of technology requires not only access but also proper knowledge and training, while Mark Warschauer (2004) highlights that lack of technological resources and digital literacy can create barriers to meaningful use of technology in educational contexts.

6. Time Constraints During In-Service Training

Time constraints during in-service training significantly limit the development of administrative competencies, as such programs are often short-term and heavily focused on content delivery (Thomas R. Guskey, 2002). This leaves minimal opportunity for teachers to engage in practical administrative skill-building (Linda Darling-Hammond et al., 2017). Consequently, teachers tend to prioritise pedagogical learning, which they perceive as more immediately relevant to classroom teaching, over administrative practices (Thomas R. Guskey, 2002).

7. Balancing Administrative and Pedagogical Responsibilities

Developing administrative competencies requires balancing routine teaching tasks with additional managerial responsibilities, which can place significant demands on teachers' time and effort (Andy Hargreaves, 1994). Without effective strategies, teachers may experience stress or burnout, negatively affecting both their administrative performance and teaching effectiveness (Christina Maslach & Michael P. Leiter, 1997).

Developing administrative competencies among in-service teachers is challenged by a combination of personal, institutional, and systemic factors, including lack of awareness, heavy workloads, limited training, resistance to change, and technological barriers. Addressing these challenges requires targeted professional development, institutional support, mentorship, and the integration of technology, ensuring teachers can manage administrative responsibilities effectively while enhancing their teaching quality.

Strategies for Integrating Administrative Responsibility into In-Service Teacher Education Programs

Administrative responsibility is a critical parameter for teacher effectiveness and professional growth (Linda Darling-Hammond, 2006). Integrating administrative responsibilities into in-service teacher education programs ensures that teachers not only enhance their pedagogical skills but also develop competencies in planning, organisation, accountability, and reflective practice (Lee Shulman, 1987). The following

strategies can guide program design and implementation (Thomas R. Guskey, 2002). Highlighting points are:

1. Incorporate Administrative Modules into Training Programs

Include dedicated sessions on administrative skills, such as lesson planning, scheduling, documentation, record-keeping, and resource management, to strengthen teachers' professional competencies (Linda Darling-Hammond, 2006). Use case studies and real-life scenarios to demonstrate the impact of effective administrative practices on classroom management and school performance (David A. Kolb, 1984). Encourage active participation by assigning tasks like creating lesson plans, maintaining records, or coordinating events during training to promote experiential learning and skill development (John Dewey, 1938).

2. Emphasise Reflective and Self-Evaluation Practices

Integrate reflective exercises that focus on administrative tasks alongside teaching practice to enhance professional learning (Donald Schön, 1983). Encourage teachers to maintain journals documenting their administrative decisions, challenges, and solutions as a means of developing reflective thinking (John Dewey, 1933). Self-evaluation fosters awareness of strengths and areas for improvement, enhancing accountability and professional growth (David A. Kolb, 1984).

3. Provide Mentorship and Peer Collaboration Opportunities

Pair teachers with mentors experienced in administrative responsibilities to provide guidance, support, and feedback, which enhances professional learning (Lev Vygotsky, 1978). Facilitate peer observation and collaborative projects, where teachers plan, execute, and review administrative tasks together to strengthen collaborative practice (Andy Hargreaves, 1994). Collaborative learning encourages the sharing of best practices and develops problem-solving and organisational skills (Etienne Wenger, 1998).

4. Use Technology to Support Administrative Competence

Train teachers in digital tools for lesson planning, attendance tracking, grading, and communication to enhance their professional competencies (Punya Mishra & Matthew J. Koehler, 2006). Introduce platforms for collaborative documentation and reporting, making administrative tasks more efficient and accessible (Mark Warschauer, 2004). Technology integration reduces manual effort, improves accuracy, and enhances transparency and accountability in educational administration (Helen M. Barrett, 2006).

5. Provide Continuous Professional Development

Make administrative responsibility an ongoing component of in-service training, rather than a one-time focus, to ensure sustained professional growth (Thomas R. Guskey, 2002). Organise workshops, seminars, and follow-up sessions to continuously refine administrative competencies (Linda Darling-Hammond et al., 2017). Continuous development ensures that teachers adapt to evolving institutional

requirements and educational standards (Andy Hargreaves, 1994).

6. Integrate Administrative Responsibility into Assessment and Evaluation

Include administrative competence as part of teacher evaluation during in-service programs to ensure comprehensive professional assessment (Charlotte Danielson, 2007). Assess skills such as documentation quality, planning efficiency, coordination, and record maintenance alongside pedagogical performance (Robert J. Marzano, 2003). Linking administrative responsibilities to evaluation outcomes increases teachers' motivation and professional accountability (Frederick Herzberg, 1966).

7. Promote Leadership and Decision-Making Skills

Encourage teachers to take lead roles in managing training projects, coordinating activities, and supervising small teams to develop leadership capacity (Kenneth Leithwood, 1999). Leadership experiences improve decision-making, problem-solving, and accountability, thereby enhancing professional growth (James M. Kouzes & Barry Z. Posner, 2012). Integrating administrative responsibility into in-service teacher education programs ensures that teachers develop both pedagogical and managerial competencies. By combining training modules, reflective practice, mentorship, technology, practical application, recognition, continuous development, assessment, and leadership opportunities, programs can enhance teachers' professional growth and institutional effectiveness (Thomas R. Guskey, 2002). Strong administrative responsibility fosters accountability, collaboration, and reflective practice, making teachers more effective, confident, and well-rounded professionals (Donald Schön, 1983).

4. DISCUSSION

Administrative responsibility plays a pivotal role in shaping the effectiveness and professional growth of teachers in in-service education programs. The findings of this study, grounded in qualitative analysis of institutional documents, reflective journals, and relevant literature, indicate that teachers' administrative competencies directly influence their organisational skills, classroom management, and ability to implement educational programs effectively. Effective administrative responsibility ensures that teachers not only plan and execute lessons efficiently but also maintain accurate records, coordinate co-curricular activities, and adhere to institutional policies, ultimately contributing to improved student outcomes.

The role of administrative responsibility in teacher effectiveness is multifaceted. Teachers who exhibit strong administrative competencies demonstrate better time management, structured lesson planning, and proactive problem-solving. These competencies enhance the overall classroom environment and facilitate reflective practices that enable teachers to continually improve their pedagogical strategies. In-service teacher education programs that emphasise administrative responsibility provide teachers with opportunities to develop skills such as documentation, planning,

and reporting, which are critical for professional accountability and institutional efficiency.

Despite its importance, several challenges hinder the development of administrative competencies among in-service teachers. These include heavy teaching workloads, limited training in administrative skills, resistance to adopting new technologies, lack of institutional support, and insufficient motivation or recognition. Teachers often prioritise instructional tasks over administrative duties, resulting in incomplete documentation or ineffective program coordination. Such challenges underscore the need for targeted interventions within teacher education programs to ensure that administrative responsibilities are recognised as integral to professional growth.

To overcome these challenges, effective strategies for enhancing administrative responsibility have been identified. These include structured orientation sessions, mentorship programs, peer collaboration, use of technology for record-keeping, and reflective practices such as maintaining journals and self-evaluation. Incorporating administrative training within the curriculum of in-service programs allows teachers to practice and internalise essential administrative skills in a supportive environment. Recognition and incentives for demonstrating administrative competence further motivate teachers to adopt and sustain best practices.

Finally, integrating administrative responsibility into in-service teacher education programs can significantly enhance professional growth. Strategies such as embedding administrative modules in training, assigning leadership roles in school projects, using digital tools for coordination, and linking administrative competencies with evaluation and feedback systems ensure that teachers perceive administrative duties as meaningful and beneficial to their careers. Such integration not only improves organisational efficiency but also fosters accountability, collaborative skills, and reflective practices, leading to holistic teacher development. Overall, administrative responsibility serves as a key parameter in in-service teacher education, influencing teacher effectiveness, professional growth, and institutional success. By addressing challenges and implementing targeted strategies, teacher education programs can strengthen administrative competencies, ensuring that teachers are not only effective instructors but also responsible professionals capable of managing the multiple dimensions of educational practice.

5. CONCLUSION

Administrative responsibility is a vital component of in-service teacher education, as it directly influences teacher effectiveness, professional growth, and the overall quality of educational programs. Teachers who demonstrate strong administrative competencies, such as planning, organising, documenting, coordinating, and reflecting on their practices enhance classroom management, accountability, and collaborative engagement, ultimately benefiting student learning outcomes. This study highlights that enhancing administrative responsibility requires targeted strategies, including mentorship, peer collaboration, reflective practices, technology integration, and structured training modules, while addressing challenges

such as heavy workloads, limited training, and a lack of institutional support. Integrating administrative responsibility into in-service teacher education programs ensures that teachers develop both pedagogical and managerial skills, fostering holistic professional development and enabling them to contribute effectively to the smooth functioning and success of educational institutions.

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