



## CHANGING SCHOOL ADMINISTRATION; ITS EFFECT TO TEACHERS' AND STUDENTS' PERFORMANCE

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### ABSTRACT

The ongoing developments in societies and their provision of education are reflected in the roles, recruitment and development of school leaders. This also examines how, as a result of these developments, the role of school leaders is changing. It then examines if school leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes. It is concluded that school leaders remain of crucial importance for continued improvement of education. The key relationships in the ways school leaders strengthen teacher recruitment, development and retention were shown to include factors such as teacher satisfaction, school effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning, and development. School leaders can be a major influence on these school-level factors as well as help buffer against the excesses of the mounting and sometimes contradictory external pressures. In a rapidly changing era, educational change as well as school leadership, has become one of the crucial tasks for better student performance in the schools. Potential and innovative leadership in schools is needed to keep up with fast-pace of change, and to achieve better learning results for students. In this research paper, we will be enumerating possible results with the constant changing of school administrator.

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## INTRODUCTION

The nature of work in post-industrial society is changing significantly and this change affects the role of educational leader. Understanding the role and the nature of preparation for it must be based on recognition of how work is being defined and organized in 21<sup>st</sup> century. Various leadership styles have been thoroughly discussed. A skilled and well-supported leadership in schools can help foster a sense of ownership and purpose in a way that teachers approach of the classroom teaching practice their job. Conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice. Teachers who work together in a meaningful and purposeful ways have been found to be more likely to remain in the profession because they feel valued and supported in their work.

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This study assumes that while change might be manageable, it also requires effective leadership to be successfully implemented and sustained. This is especially the case for traditional and conservative organization, for instance, as well as different levels of schools that need to introduce a model of leadership for change to reflect their requirements. The question of this research focuses on the effects and results on the performances of teachers and students, if there is change school leadership especially the change of school administrator. Specifically, first, this study tries to realize the change of school principal will greatly affect the performance of teachers' and students' performances. And the change of leadership might impact on teachers' professional development. Finally, based on the findings, this study gives the effects on teachers' and students' performance with the change of school administrator.

### OBJECTIVES OF THE STUDY

This study is conducted to assess the effect of the changing of School Administration in the performance of teacher's in

administering classes as well as its effect on the performance of students in terms of following rules and most especially in the academic performance of the students.

## METHODOLOGY

Research data will obtain with a descriptive method which utilizes from reliable web directory, published articles and other recent studies. It analyzes the different data that will be gathered to determine the impacts of changing administrations to the performance of teachers and students. The content of this paper utilizes related studies and review of related literature as a source of reference in finding knowledge and information that response all the questions of this paper. In addition, this paper identifies the roles, challenges, improvements, effects of changing administrations or school leaders to teachers' and students' performance.

**Presentation of data and analysis:** The creation, acquisition, communication and wise use of knowledge are of particular importance. In brief, society's most important investment is increasingly seen to be in the education of its people - we suffer in the absence of good education: we prosper in its presence. In this situation of high expectations of each country's educational provision, those leading schools have an enormous responsibility. It is no wonder that the "school improvement movement of the past 20 years has put a great emphasis on the role of leaders." (OECD, 2001b, p. 32) Fullan (2002, p. 15) has gone as far to conclude that, "Effective school leaders are key to large-scale, sustainable education reform." A number of generalizations about current trends in school leadership preparation are identified, including:

- a move from the general to the particular in the planning of school leader development;
- a shift from maintenance functions onto activities that promote school improvement and explicitly seek to raise standards of achievement;
- emphasis being given to the development of the individual trainee as well as educational or instructional leadership;
- some convergence of curriculum content in relation to two crucial areas - teaching and learning issues and the personal and interpersonal skills of leadership;
- a general movement away from unconnected 'single issue' or 'single shot' training events towards a more carefully planned and altogether more coherent programs;
- the emergence of new partnership arrangements that have been formed to design, to implement, to monitor and even to evaluate programs;
- the drawing together of theory and practice within programs;
- the need to know more about the matching of methods to learning outcomes; and,
- the need to achieve a better balance between learning what the system requires of individual leaders and what practicing professionals requires of themselves and their colleagues. It is suggested that this balance can best be achieved by groups of principals or professional collectives and alliances setting and delivering their own professional development agendas.

The use of special programs with tied resources and the concomitant accountability has become another tool used by central education authorities in ensuring their priorities are given attention in schools. But other bodies such as philanthropic and commercial organizations are also increasingly using this approach. One outcome is that school leaders need to acquire the new skills of 'grantsmanship' and proposal writing, both for their own school and across schools. (OECD, 2001b) Another outcome may be overall school

incoherence as it rushes to pick up and be judged on the latest priority program. "The program of the school and the performance of principals and teachers may also be regularly scrutinized through personnel assessment or inspectorial visits by central authorities or their delegates." (OECD, 2001b, p. 24) The form of inspection varies by country. For example, in the Netherlands, "the Inspectorate in Primary Education conducts formal visits to produce a quality card for each school. The results are published in league tables in national newspaper. In England every school is inspected on a regular cycle by the Office for Standards in Education (OFSTED). The system in Flanders combines school self-evaluation with a complementary external assessment by the inspectorate [including] undertaking a comprehensive analysis of the coherence between national curricular objectives and the schoolwork plan. Greece has opted for only school self-evaluation due to its traditional rejection of external inspection." (OECD, 2001b, p.25, emphasis in original).

Case *et al's* (2000, p. 2) study of the impact of central inspections on three successful schools over a three-year period found that teachers felt professionally compromised, intimidated and stressed by the inspection process and that there were no lasting impacts on what teachers do in the classroom. McNeil (2000, p. xxvii, emphasis in original) traced the effects of imposed standardizations from the system level into the classroom in three schools that were exemplars for high-quality teaching and learning in urban environments and concluded, "The central message is that educational standardization harms teaching and learning and, over the long term, re-stratifies education by race and class." If less engaged teachers mean less engaged students then there should be widespread cause for concern. There is evidence that this may be the case. The OECD's PISA (2001c) found that in 20 out of 28 countries more than one in four 15-year-old students considered school a place where they did not want to go and in almost half the countries the majority of students also agreed or strongly agreed that school was a place in which they felt bored.

"Research on appraisal shows that it is not working effectively in many schools." (OECD, 2001b, p. 52) It should not be surprising then that an increasing number of countries are rethinking how teaching staff should be assessed. One new approach is the introduction of merit or performance related pay. In UK there is a government initiative to introduce performance management system backed by performance linked pay that is the responsibility of the principal. (OECD, 2001b, p.27) The emphasis is changing from concern for procedures to concern for results. Teacher unions have strongly opposed such Leadership and teacher role/performance "In decentralized school settings ... principals have the autonomy to develop two very different leadership models: • a more hierarchical and directive model, or • a more inclusive model which brings teachers in particular, and the local school community into the frame." (Riley & Louis, 2000, p. 216). Research on decision making in Australian primary (Mulford *et al.*, 2000) and secondary (Mulford *et al.*, 2001) schools found that the more positively teachers viewed the decision-making processes in the school the higher the degree of influence and control they perceived to be exerted by education staff groups in the school. Ongoing analysis of this data base (Mulford *et al.*, in press) shows that where decision making is perceived by teachers in secondary schools as collegial, cooperative and consultative and

providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making is more top-down, executive, or does not foster widespread teacher involvement. However, the results also show that while decentralization may have occurred from the system to school level it had not necessarily occurred within schools and where it had it tended to be about administrative rather than education matters. These results are supported by other research. Gray (2001, p. 13) points out that in England teachers "note considerably greater changes in areas to do with their schools' management and organization than in ethos, culture or teaching ... classroom-level 'changes' were far less frequent than school-wide initiatives." From case studies in nine Scottish secondary schools Adler *et al* (1997, Pp. 6-7) also concluded that implementation of devolved school management "has, so far, fallen short of transforming the culture and working patterns of schools but had contributed to a dramatic change in the role and status of headteacher." Schools "seemed able 'to respond more quickly to changing needs and priorities', but this was mainly in terms of repairs, maintenance and equipment."

Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. Louis and Kruse (1995) have shown the important role of school-level leadership in the development of a professional community. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000) "There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work 'with' rather than 'through'." (Day *et al.*, 2000, p. 20)

### Conclusion

This review study has provided an overview of principals' responsibilities in school, their leadership, and the effects of their leadership to the teachers and students. This review indicates that school principals play a vital role in managing a school that requires leadership capability to lead teachers and students for the greater educational outcomes and sustain improvement. However, the researchers need to conduct formative intervention studies as what approaches to be considered employed by the government to ensure ongoing educational reforms that will not create pressures on schools and principals. In addition, more research is needed as how researchers and stakeholders can contribute to come up a program that would help principals, teachers, and students for the development of the educational system.

### Recommendation

After a series of assessment, analysis and reviewing different research content, this research review paper would like to recommend the following:

- Decentralization must be occurred within schools that intended to be about administrative rather than education matters;

- Review role responsibilities and levels of administrative support for principals to ensure that their priority is educational leadership;
- Find more space in all professional development programs for school leaders which include the degree of decentralization, the use of experiential learning, a focus on the system reconstruction or reproduction and a focus on people or the system. Programs must be standardized, closely monitored, mandatory and government maintain close involvement.
- Build on the preference by educators to learn from each other by developing and refining quality network learning communities, acting and/or shared leadership roles and apprenticeships and/or mentoring;
- Seek greater clarity/evidence of the effects on schools and the people in them of performance management and standards-based professional development before committing further resources in these areas.

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