

Educational Leadership: The Role Of School Administrators

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Abstract

Education is a field that is constantly evolving and constantly changing with the passage of time. This relatively drastic pace and change requires quality management in ensuring that education is always well administered. Good management is also essential to maintain the best educational services. However, in that effort, there are various constraints and also challenges faced by the education management, especially in schools. This study aims to explore the real role of school management directly from the field and through the perspective of teachers in schools. Studies that use this qualitative approach make interviews as a way to collect data. A total of 20 respondents were involved, consisting of randomly selected school teachers. The findings of the study found that there are four main roles of school management namely as a mentor, as a facilitator, as a leader and as a motivator. The results of this study are expected to help future researchers in conducting further research.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Leaders, School Administrators

Introduction

Leading is not an easy task, as it involves a variety of things that need to be considered (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021; Noel et al., 2021). Leading is also a behavior that involves the effort to influence others in carrying out the needs of leadership (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021; Muhamad

Amin et al., 2021). In leading, leaders need to be aware that, they are dealing with human beings who have a variety of certain traits and manners. The same is the case in the field of education, where it involves various parties from various backgrounds and ages. Educational leadership requires specific skills in implementing leadership towards teachers, staff, students, parents of students and the community (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al. , 2021; Rohani et al., 2021). This situation makes the task of educational leaders in schools very challenging and is divided into several types of leadership.

Literature Review

Martha (2014) conducted a qualitative study to explore the behavior, personality, skills and knowledge of principals in leading and supporting the success of special education programs in public schools. A total of 26 head teachers with an excellent track record in the administration of special education programs were involved in three cycles of the data collection and feedback process. The main findings of the study found that the personality of leaders and leadership behaviors affect the success of schools in general and special education programs in particular. Respondents noted that there are challenges in managing student diversity, in an effort to create a culture of collaboration and acceptance of the school community. Effectiveness of professional development, leadership through instruction and good communication give good results in leadership.

Kurt Lewin's Theory of Leadership Style

In understanding leadership style, the leadership theory that needs attention is the leadership style theory introduced by kurt lewin in 1939. This theory explains three dimensions of leadership style namely autocratic leadership style, democratic leadership style and laissez faire leadership style. These three leadership styles have been discussed and criticized by many researchers since they were first introduced. These three styles have their own advantages and disadvantages. Each of these dimensions and styles of leadership has its own scope that provides advantages as well as disadvantages (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). The first leadership style is the autocratic leadership style. This style of leadership seems to give the impression that leadership conditions are very strict and inhumane, leaders give instructions and followers must obey without being given freedom to give views (Irma et al., 2021; Suzana et al., 2021; Rohanida et al. , 2021; Nazrah et al., 2021; Shahrulliza et al., 2021).

The second leadership style is a democratic leadership style that is more open and prioritizes shared decisions for the common good (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). Next is the laissez-faire leadership style which is very open and allows full freedom of decision making as well as

Action to subordinates (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021 ; Jumiah et al., 2021).

Research Methodology

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving 20 special education teachers randomly selected in the district of batu pahat, johor, malaysia. The interviews conducted were semi structured which involved some planned questions and some additional questions. The interview session lasted between 15-20 minutes per session. These sessions are conducted online using the google meet platform. Recordings were made when the interview session was conducted and a transcript was issued as soon as the interview was completed. At the end of the process, thematic analysis is performed to obtain the required data. The thematic analysis conducted involves three phases, namely open coding, axial coding and selective coding. These three phases were analyzed based on the transcripts of the interviews of the respondents involved. Results on selective coding became the theme and findings of this study.

Findings

As a result of the thematic analysis conducted, there are statements that form the theme of the role of administrators in schools, especially in special education. Summaries of these statements are such as, mentor, facilitator, motivator and leader. The relevant statements have formed a specific code in the axial coding phase before a code is selected in the selective coding phase i.e. ‘role of administrators’ which is the main finding of the study. Table 1 shows a summary of the findings of this study.

Table 1: Thematic Process Analysis That Shows The Role Of Administrators

Open Coding	Axial Coding	Selective Coding
ST1, ST2, ST3, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	Mentor	Role of Administrators
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	Facilitator	
ST1, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST12, ST13, ST14, ST15, ST16, ST17	Motivator	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18	Leader	

Based on table 1, a total of 16 respondents issued statements related to mentor and all respondents stated related to facilitator. Meanwhile, for statements related to motivator, 14 statements were recorded from respondents. In addition, 13 respondents stated related to the leader. All of these statements form the ‘role of administrators’ theme for selective coding.

Discussion

Based on the findings of this study, it can be emphasized that the role of school administrators is very challenging and has a wide scope. Respondents acknowledged that, the parties involved as school administrators need to be respected as they dare to hold enormous responsibilities in managing the organization, people and facilities of the school. Teachers also argue that, not all ordinary teachers are able to shoulder the responsibilities of being good school administrators. In explaining the role of administrators, teachers also claimed that there were significant differences between the two different responsibilities at two different levels. Teachers are burdened with various teaching and clerical roles, while the administration is burdened with more comprehensive matters.

In the four roles of the school administration, the role as a facilitator is seen as the most important from the perspective of teachers. All of them explained that, facilitator is a necessary role in facilitating various affairs and help in managing staff better. A quality facilitator will be able to control the behavior as well as the practices practiced by the teachers in the school. In addition, an important role is also to be a mentor to teachers and school staff in performing their duties. Respondents stated that, the task will be successfully implemented if they get the best guidance from the school administration. Guidance is also very much needed in carrying out new tasks as a result of new policies introduced by the government through the relevant ministries. In addition, school administrators also play a role as motivators and quality leaders so that teachers can show the best commitment in performing their duties. Respondents stated that, at some point, they lacked enthusiasm and desire in performing the task when they had the ability. It is this situation that requires school administrators to act as good motivators and leaders.

Conclusion

In conclusion, the responsibility as a school manager is very big and requires adequate preparation from various aspects. In carrying out those responsibilities, school management must have sufficient relevant skills and knowledge to better navigate the educational organization. Because the role of education administrators is very broad and subjective, then the experience and ability must be constantly enhanced. As a suggestion, this study can be a basic guide to school management in conducting better management. In addition, the findings of this study are also expected to help future researchers in conducting further studies related to this issue.

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