# CHAPTER 2

THEORETICAL ORIENTATION AND REVIEW OF PAST STUDIES

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>21</td>
</tr>
<tr>
<td>2.2</td>
<td>Understanding about Role</td>
<td>21</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Definition of role</td>
<td>21</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Role Theory</td>
<td>22</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Importance of Role</td>
<td>25</td>
</tr>
<tr>
<td>2.3</td>
<td>Roles of School Administrator</td>
<td>25</td>
</tr>
<tr>
<td>2.4</td>
<td>Improving of educational performance</td>
<td>47</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Definition of Improving</td>
<td>47</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Definition of Education</td>
<td>48</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Definition of Performance</td>
<td>49</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Definition of Educational Performance</td>
<td>49</td>
</tr>
<tr>
<td>2.4.5</td>
<td>Educational Performance Indicators</td>
<td>50</td>
</tr>
<tr>
<td>2.4.6</td>
<td>Aspects of Roles of Improving Educational Performance</td>
<td>51</td>
</tr>
<tr>
<td>2.5</td>
<td>Review of The Past Studies</td>
<td>89</td>
</tr>
<tr>
<td>2.5.1</td>
<td>Introduction</td>
<td>89</td>
</tr>
<tr>
<td>2.5.2</td>
<td>Importance of review of the past studies</td>
<td>89</td>
</tr>
<tr>
<td>2.5.3</td>
<td>The past research studies related to the roles of administrators in</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>improving the educational performance</td>
<td></td>
</tr>
<tr>
<td>2.5.4</td>
<td>Review of the past research studies</td>
<td>121</td>
</tr>
<tr>
<td>2.5.5</td>
<td>Originality of the present study</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>126</td>
</tr>
</tbody>
</table>
CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF PAST STUDIES

2.1 Introduction
The school administrator is the highest-ranking administrator in primary school. He plays an important role in improving and sustaining change in schools. Without their efforts, school cannot change or improve to become places where all students are welcome, and where all students learn essential academic and non-academic lessons in preparation for life in the community. As managers, administrators were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional programme, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role administrators played until the early 1980s. As the accountability movement gained momentum, the role of school administrator has been changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, school administrators retained their management roles. School administrators currently play multiple roles: school manager, instructional leader, and the leader of school reform.

2.2 Understanding about Role

2.2.1 Definition of role
American Heritage Dictionary (2009)\(^1\) defines that “role” is the character or part played by a performer, the characteristic and expected social behaviour of an individual or the function or position.

Business Dictionary.com (2010)\(^2\) prescribed that “role” is the expected behaviour associated with a particular position or status in a group or organization.

Webster's Revised Unabridged Dictionary (2010)\(^3\) mentioned that “role” is the actions and activities assigned to or required or expected of a person or group. It is the normal or customary activity of a person in a particular social setting.

Wikipedia, the free encyclopedia (2010)\(^4\) defines that “role” is a set of connected behaviours, rights and obligations as conceptualized by actors in a social situation. It is an expected or free or continuously changing behaviour and may have a given
individual social status or social position. It is vital to both functionalist and interactionist understandings of society.

Roles may be achieved or ascribed or they can be accidental in different situations. An achieved role is a position that a person assumes voluntarily which reflects personal skills, abilities, and effort. An ascribed role is a position assigned to individuals or groups without regard for merit but because of certain traits beyond their control, (Stark. 2007), and is usually forced upon a person.

Role development can be influenced by a number of additional factors, including social, genetic predisposition, cultural or situational.

- Societal influence: The structure of society often forms individuals into certain roles based on the social situations they choose to experience.

- Genetic predisposition: People take on roles that come naturally to them. Those with athletic ability generally take on roles of athletes. Those with mental genius often take on roles devoted to education and knowledge. This does not mean that people must choose only one path; multiple roles can be taken on by each individual.

- Cultural influence: Different cultures place different values on certain roles based on their lifestyle.

- Situational influence: Roles can be created or altered based on the situation a person is put in outside their own influence.

Roles are also frequently interconnected in a role set, that complement of role-relationships in which persons are involved by virtue of occupying a particular social status (Merton. 1957).

From the meaning mentioned above, it can be said that “role” is a set of connected behaviours, rights and obligations as conceptualized by a particular position or status in a group or organization or a social situation.

2.2.2 Role Theory

Biddle, B.J. (1986) states that role theory is the sociological study of role development, concerned with explaining what forces cause people to develop the expectations they do of their own and others' behaviors. According to sociologist Bruce Biddle (1986), the five major models of role theory include:
1. Functional Role Theory, which examines role development as shared social norms for a given social position.

2. Symbolic Interactionist Role Theory, which examines role development as the outcome of individual interpretation of responses to behaviour.

3. Structural Role Theory, which emphasizes the influence of society rather than the individual in roles and utilizes mathematical models.

4. Organizational Role Theory, which examines role development in organizations.

5. Cognitive Role Theory, which is summarized as "the relationship between expectations and behaviors"

**Role in interactionist or social action theory**

In interactionist social theory, the concept of role is crucial. The interactionist definition of "role" pre-dates the functionalist one. A role, in this conception, is not fixed or prescribed but something that is constantly negotiated between individuals in a tentative, creative way. Philosopher George Herbert Mead explored roles in his seminal 1934 work, Mind, self and society. Mead's main interest was the way in which children learn how to become a part of society by imaginative role-taking, observing and mimicking others. This is always done in an interactive way: it's not meaningful to think of a role for one person alone, only for that person as an individual who is both co-operating and competing with others. Adults behave similarly: taking roles from those that they see around them, adapting them in creative ways, and (by the process of social interaction) testing them and either confirming them or modifying them. This can be most easily seen in encounters where there is considerable ambiguity, but is nevertheless something that is part of all social interactions: each individual actively tries to "define the situation" (understand their role within it); choose a role that is advantageous or appealing; play that role; and persuade others to support the role.

**Social norms theory**

Social norms theory states that much of people's behaviour is influenced by their perception of how other members of their social group behave. When individuals are in a state of deindividuation, they see themselves only in terms of group identity, and their
behavior is likely to be guided by group norms alone. But while group norms have a powerful affect on behavior, they can only guide behavior when they are activated by obvious reminders or by subtle cues. People adhere to social norms through enforcement, internalization, the sharing of norms by other group members, and frequent activation (Smith, 2007). Norms can be enforced through punishment or reward. Individuals are rewarded for living up to their roles (i.e. students getting an "A" on their exam) or punished for not completing the duties of their role (i.e. a salesman is fired for not selling enough products).

Social norm theory has been applied as an environmental approach, with an aim of influencing individuals by manipulating their social and cultural environments. It has been widely applied using social marketing techniques. Normative messages are designed for delivery using various media and promotional strategies in order to effectively reach a target population. Social norms theory has also been successfully applied through strategies such as curriculum infusion, creating press coverage, policy development, and small group inventions. (Main Frame, 2002)

Theory of planned behaviour

People display reactance by fighting against threats to their freedom of action when they find norms inappropriate. Attitudes and norms typically work together to influence behavior (directly or indirectly). The theory of planned behavior intentions are a function of three factors: attitudes about the behavior, social norms relevant to the behavior, and perceptions of control over the behavior. When attitudes and norms disagree, their influence on behavior will depend on their relative accessibility.

Thompson, C. (2001) states that Role theory attempts to explain the interactions between individuals in organizations by focusing on the roles they play. Role behaviour is influenced by role expectations for appropriate behaviour in that position, and changes in role behaviour occur through an iterative process of role sending and role receiving.

Barker, Robert L. (1999) mentioned that "A group of concepts, based on sociocultural and anthropological investigations, which pertain to the way people, are influenced in their behaviors by the variety of social positions they hold and the expectations..."
that accompany those positions." Role is the function which assumed or part played by a person or thing in a particular situation.

2.2.3 Importance of Role

Mark Thomas (2010) described that role models are highly important for us psychologically, helping to guide us through life during our development, to make important decisions that affect the outcome of our lives, and to help us find happiness in later life.

When we are growing up we look to our role models for inspiration and use this as a blueprint for how we should behave when we’re older. This is likely a survival function designed to help us to mimic the traits of those successful members of our society and thereby help us to be successful too. At the same time in later life its thought that our happiness is very much based on our perception of how our life should or could be and the gap between that and how it is in reality. In other words it’s striving for that same kind of success and achieving it that brings us happiness or otherwise when we’re older. This is called ‘actualization’.

A good role model should be someone hard working, creative, free thinking and moral.

2.3 Roles of School Administrator

School administrator plays an important role in the student teaching process. In addition to manage and approve of the professional development, school administrators have a vested interest in roles of school administrator. Essentially, the role of school administrator is to guide the schools toward goal accomplishment. All schools exist for certain purposes or goals, and school administrators are responsible for combining and using resources to ensure that their schools achieve their purposes. The role of the school administrator is to move school towards its purposes or goals by assigning activities that school members perform. If it ensures that all the activities are designed effectively, the production of each individual member will contribute to the attainment of the school goals. School administrator strives to encourage individual activity that will lead to reaching school goals and to discourage individual activity that will hinder the accomplishment of the school objectives. All school administrators must have a single minded focus on the fulfillment of the organizational goals.
Caldwell, B.J. (1998) stated that the school administrators should create innovative thinking pertaining to school funding by offering programmes and activities that financially benefit the schools in order to sustain the important tasks of providing students with a high quality education performance. Furthermore, the issue of curriculum change and curriculum development should be continually addressed particularly in areas related to information and communications technology and new learning organizations. This can be done through an intensive examining and analyzing of the needs of students and the needs of the market place. Finally, the high demand placed on the community to control the school’s curriculum and programmes, as well as school activities, should be addressed. Community involvement in schools’ programmes and activities are highly welcomed but this participation must comply with the guidelines, regulations, and clearly defined roles and responsibilities that have been previously agreed upon. These issues will continue to occur in more complex forms with respect to the management of schools. They are the recurrent issues that need to be addressed because they are part of conflicting and demanding issues that practitioners and decision makers must consider. Neglecting and abandoning these major issues would create an unstable environment and further endanger the sustainability of the running of educational organizations. As a consequence, there needs to be a strong commitment that is built among all the parties involved. These parties need to work continually together in a respectful manner and they must be committed to change.

Seyfarth, John T. (1999) found from the research that administrators play a significant role in school reform efforts. As the accountability movement gained momentum during the 1980s and 1990s, research on school effectiveness, generally referred to as effective schools research, focused on administrators and their role. These studies consistently found that the administrator was the key to an effective school. Research found that the unique position administrators hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective administrators had a clear vision of how the school could serve its students; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.
The study has supported the key roles administrators play in their school's success and point to other leader characteristics as critical to the administrators' success. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense. As society grows more diverse, researchers are beginning to look into the administrators' role in leading schools that are increasingly diverse.

Research on the administrator is focused on the changing role of school administrator in a changing society. Thus far, research has shown the administrator to be a key to a school's successful transition into an institution that will adequately prepare students. This research was based upon an existing system of public and private education. As society continues to change and technological advances change the tools available for teaching, the role of the administrator will likely change. As the technologies changes take place, the role of the administrator will also change.

Ubben, Gerald C. and other (2001) described that school administrators are responsible for the overall operation of their schools. During the latter part of the twentieth century, as schools began to be held more accountable in performance of their students on national and state assessments, the roles of school administrators have been changed. School administrators became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, primary school administrators discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques.

With schools facing increased pressure to improve teaching and learning, the roles of school administrators expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon an administrator's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Administrators have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.
Administrators are also responsible for facilitating their school’s interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Administrators also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Administrators continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. At the elementary level, administrators are cognizant of their responsibility to ensure constant supervision of the students in the school.

One of the important responsibilities of administrators is focused on the leadership skills that were determined to most significantly impact their ability to effectively lead their schools. The leadership skills included sensitivity, organizational ability, judgment, problem analysis, range of interest, motivation, decisiveness, educational values, oral and written communication, and stress tolerance.

Ubben, Gerald C. and other (2001)\(^\text{17}\) state that six major roles of school administrator’s need to promote the success of all students through the following:

- Creation and implementation of a shared school vision
- Nurturing and sustaining of a culture and instructional programme conducive to learning and staff development
- Ensuring of the management of school operations to produce a safe and effective learning environment
- Collaboration with families and the diverse communities schools serve
- Promotion of integrity, fairness, and ethical behaviour
- Interaction with larger political, social, legal, and cultural contexts of schooling
Institute for Educational Leadership’s (IEL) Task Force on the Administratorship (2002) specifies that three key roles that the school administrators of the 21st century should fulfill:

1. Instructional leadership that focuses on strengthening teaching and learning, professional development, data-driven decision-making and accountability;
2. Community leadership manifested in a big-picture awareness of the school’s role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources;
3. Visionary leadership that demonstrates energy, commitment, entrepreneurial

Hessel, K and Holloway, John (2002) declare the standards of roles of school administrators that school administrator are an educational leader who promotes the success of all students by the following:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Wherry (2003), in his view, there is currently a good deal of uncertainty over the roles of the school administrator, which is frequently described as one of educational leadership. Currently, there are pressures on school administrators to substantially modify this role, and these pressures seem to push the school administrator toward the definition of his role. The role can be defined as that of administrative leader, as opposed to instructional leader. Administrative leadership involves at least the following elements: purpose-defining
for the organization; coordination of the work of specialists, including decision-making; and responsibility for external relationships. Role of school administrator, or administrative leader, has significant implications for in-service training, collective negotiations, and affiliation with teacher associations.

School administrators at all levels of education can use the resources and strategies in this document to strengthen their efforts to ensure that students learn with high quality teachers.

**Leadership/Decision Making**

The decisions that school administrators make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge. School administrator need to involve teachers in making decisions. (Price. 2003) Every school should have a mission statement and a vision based on shared values and beliefs. School administrators can engage all stakeholders in the process of developing the mission statement and vision for the school that provides focus and direction for all involved. (Walther and Thomas. 2003) If the school already has a mission and vision, revisit them occasionally with the stakeholders involved. Good administrators encourage others to be leaders and help bring out those qualities. Therefore, if teachers attend a conference or workshop, have them share their knowledge with the rest of the staff when they return. Administrators can have experienced teachers work together to solve an instructional problem (Spitz, 2003).

School administrator must be familiar with available resources to support the diverse needs of students, families and staff and must know how to access additional support in order to ensure appropriate education for all students and support for teachers. They can make special education concerns integral when planning for professional development, distribution of materials, books, classroom space and equipment. They can ensure that special education is not put at the end of the line as an afterthought (CEC, 2000).

Compensation plays a major role in retaining teachers. School administrators should develop teacher compensation packages that demonstrate that they are valued (Gareis, Strong, et al. 2003). School administrator can use salaries and bonuses as incentives to retain teachers (Billingsley. 2002). They also can put together a team of
administrators and teachers to develop an incentive pay programme (Morice and Murray, 2003).  

School Climate

Teachers and students will do their best work in a healthy, pleasant environment. School administrators need to ensure a positive school climate and make the school a place where people want to be. Every school has a history and a culture. If teachers are connected to their school and are part of it, they may be more likely to identify with it and stay, even in the tough times. The school leader needs to become the “developer and nurturer of the school’s culture” and share it with new teachers so they can gain a sense of membership and participation. Leaders can communicate the school’s history, traditions, legends and myths and share stories of the school’s heroes and heroines (Colley, 2002).  

The school will not be the kind of place where teachers want to be if they don’t trust the administration. To develop trust among teachers and all stakeholders, parents, students, community members, central office staff and school board members, school administrator must be honest and up-front with them. School administrator can be visible to staff, students and parents in classrooms, in the corridors, at lunch, at bus duty, and at extracurricular activities (Hopkins, 2000).  

Concerns over safety and discipline are two of the major reasons teachers leave their jobs. By developing consistent student behaviour policies (Johnson and Birkeland, 2003) and addressing safety and discipline issues, much can be accomplished. School administrator can work to stop bullying and harassment. They can expand access to counseling, anger management and peer mediation. They can provide ways for students to communicate with adults about rumors and threats. School administrator can teach respect and responsibility and expand opportunities for students to work with adult role models in after-school education and recreation programmes (NEA, 2003).  

While working hard to develop a school climate where people are comfortable, leaders should remember to pay attention to the little things. Sometimes the school administrator is the person to make sure the copiers are working, schedule fewer interruptions during instructional time, turn on the air conditioning when needed, and provide food at faculty meetings (Scherer, 2003).
Infrastructure

If schools are to succeed in retaining teachers, a proper infrastructure should be in place that allows teachers to focus most of their time and energy on teaching. With this in mind, school leaders should give new teachers less of a workload, fewer responsibilities and duties so they can concentrate on their classrooms and students. (Sargent. 2003) School administrator also must ensure that teachers have adequate resources and materials to do their jobs. (Smith. 2003) Sufficient common planning time should be built into the schedules of classroom teachers they can address instructional needs and classroom concerns. (Walther and Thomas. 2003) In addition, maintaining consistent procedures and schedules is important. Clearly explaining changes beforehand will avoid chaos and stress on everyone, especially new teachers (Public Education Network. 2003).

Content/Skills

It is clear that students learn best from high quality teachers who know the subject matter and how to deliver it. Ensuring that teachers are competent and have opportunities to improve their skills is critical. The school administrator needs to be an instructional leader and communicate views on what is considered good teaching, as well as expectations for instructional practices, grading and student achievement. Administrators should share, model and encourage best-practice experimentation. Giving immediate feedback through comments or notes and being available for short, spontaneous counseling sessions are seen by teachers as being very supportive (Colley 2002). Teachers have expressed the need for support in the form in performance assessments and evaluations. School administrator should structure formal evaluations around the needs of the teachers. Rather than covering every item on an evaluation checklist, an administrator can schedule observations to focus on only a few skills at a time (Colley. 2002). Leaders can encourage teachers to choose an area of improvement and, with the administrator, decide how to show evidence of growth in this area (Spitz. 2003). School administrators can make sure they respect the learning curve for new teachers, and they can put the teacher's manual and standards documents into understandable language that is relevant to the way teachers are going to teach (Feiman-Nemser. 2003). Finally, School administrators must be proactive in developing and implementing a plan to ensure that all staff develops culturally responsive practices needed.
to work with diverse students and their families (Kozleski, Sobel, and Taylor. 2003). School administrators also should establish an expectation that all staff will learn how to work with students and provide opportunities for them to do so (Scherer. 2003).

**Community Involvement and Support**

Involving parents, families and the community in meaningful ways is critical to the success of students and influences a teacher’s decision about continuing in a particular school or leaving it to go somewhere else. School administrators need to look for ways to involve the community. Administrators can start by involving families when creating a mission statement and vision for the school (Walther and Thomas. 2003). They can involve families and the community when addressing safety and discipline issues including the establishment of a school safety committee that includes community representatives to gather and analyze data, put together and implement a plan, and monitor its results (NEA. 2003). Administrators can include parents on the school’s interviewing and hiring committee to illustrate parent involvement in important activities (Johnson and Birkeland. 2003). They also can learn what it is that parents want to know and provide them the information frequently and briefly (Wherry. 2003). School administrators should go beyond simply involving the community and create relationships among the school, families and the community. Administrators can visit families at home when possible. They can become familiar with business people and community organizations and ask them if they could help to create learning experiences for students. Administrators can seek to make available health, social, mental health, counseling and other family services in the school and provide care and guidance for students. School administrators can generate a broad set of activities in which family and community members can participate and contribute their talents to the school (Ferguson. 2003).

Abdul Sahid (2004) mentioned that for school administrators, it is essential to rethink and reshape their roles in an ever-changing world, particularly in the area of teachers’ professional development through the introduction of new learning technology within the school curriculum. It is believed that in the near future, the educational system in a local, national and global context must rethink the needs of the integration and the embedment of information and communications technology into the school curriculum as the new challenge.
in the field of education. Therefore, it is an administrator’s role to create and build a positive environment and cultural awareness for teachers and provide a continuing and enduring support for them to improve their knowledge and skills. Moreover, school administrators should develop a new learning forum within schools so that teachers could share new learning experiences in a collegial manner. This forum functions as the basis for the implementation of theory into real practice.

Furthermore, school administrators must exercise their leadership in an open and democratic manner in relation to the management and administration of education in which all stakeholders are actively involved and participate in policy making, policy direction and policy development. Abdul Sahid has highlighted the needs of school administrators to implement democratic decisions in all aspects of school programmes, school activities and school policies. This greater involvement and participation does not mean that the community and the parents of students take over the role of administrators as well as the control of schools but rather that they want their voices to be heard and they want to play a participative and responsible role in the education of their children. There are implications for policy makers which relate to establishing policy in education. This includes substantial changes in approaches to education, and supported to meet the needs of schools.

Secretariat Office of the Teachers’ Council of Thailand (2005) states the roles of school administrators according to professional standards as follow:

(1) School administrators must direct the school using the knowledge and procedure about educational administration i.e. Educational policy and planning, Academic administration, Administrative, financial, procurement, and building management, Personnel administration, Student activities administration, Educational quality assurance, Information technology management, Public and community relations administration, and Morality and ethics for educational institution administrators.

(2) School administrators must carry out academic activities relating to the development of the educational administration profession i.e.

- Make decisions on the practice of various activities, taking into account their consequences on the development of personnel, learners, and community.
- Be committed to developing colleagues to perform tasks to reach their full
potential.
• Develop work plans for the organization for effective implementation.
• Develop and use administrative innovation to gradually bring about and improve quality.
• Perform tasks of the organization focusing on permanent results.
• Systematically report on the results of educational quality development.
• Conduct themselves as good role models.
• Constructively cooperate with the community and other agencies.
• Seek and use information for development.
• Be a leader and create leaders.
• Create opportunities for development under all circumstances.

Lucas B. Ojo (2008) found from the study that the leadership role of school administrator is demonstrated in all aspects of the general duties of the school administration. Leadership has to do with the initiation, organization, motivation and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives of group. These roles must concern with the quality of instruction as well as the students’ welfare, the moral and spiritual tone of the school and the maintaining of discipline. The institute of Educational leadership (2000) after citing a long list of the administrator’s traditional managerial responsibilities went on to add, administrators today must also serve as leaders for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collects, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local and family service agencies, youth development group, local businesses and other community residents and partners around the common goal of raising student performance. And they have the leadership skills and knowledge to exercise the authority to pursue these strategies.

(1) Planning and Policy Making

Planning is the first and perhaps the most important role of a school administrator. The essence of planning is to prepare for and predict future events. Planning goes beyond attempting to attain stated organizational objectives. It involves the
development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives and a step by step determination of the activities and resources necessary to achieve them. Planning is a blue print for action. It is done to avoid waste of money and other resources. There is always a need for both in long run and short-run. Postponement of planning is very dangerous because failure to plan gives rise to ineffectiveness undirected action and waste of resources. Good plan is a precondition for better results.

Planning is said to be pervasive and primary. Its pervasiveness originates from the fact that it is necessary for performing other key management functions – organizing, directing, staffing and controlling. Planning helps to identify the organization’s philosophy policies programmes procedures practices and problem. On policy making, the school administrator contributes in different capacities and at different levels in the system in the formulation of policies for specific aspects of the educational and school systems. The school administrator also helps in the interpretation and implementation of educational policies at the state; local and school levels.

(2) Improving the Educational Programme

One of the important roles of the administrator is that of improving the educational programme. The administrator should provide a climate of efficiency, cooperation, service and stimulation within which the school programme, as it exists can operate most effectively. Also the school administrator should provide leadership and coordination in periodic and continuing evaluations of the effectiveness of the total school programme in meeting the needs of the students and lastly, the school administrator should provide leadership and coordination in continuing revisions of the total school programme to meet the needs of the students. This means that the administrator will provide efficient schedules reasonable, workloads for employees, and the best utilization of available professional and material resources. The administrator works with teachers in allocating children among classes to form the best learning groups. He endeavors to minimize unnecessary interruptions and inconveniences which interfere with the teaching and learning process. It must be noted that secondary schools has an extensive inter-school programme of athletics debate and similar activities. The administrator must coordinate all these services
and activities to provide maximum help to students and teachers.

(3) Provision and Maintenance of Fund and Facilities

This also referred to as school business administration is one of the most crucial roles of the school administrator. Though, most educational administrator has limited control over the source of funds for the schools, many of them, of course, influence the provision of funds and facilities by careful and studied budgetary system, accounting, reporting and effective negotiations. The school administrators must ensure that the funds and facilities are effectively used and well maintained to achieve a desired goals and objectives. It must be emphasized here that the school budget is the central focus. Budget is a planning and a control tool that is a financial statement that deals with revenue. The schools administrator has to prepare the budget because a comprehensive budget allows for maintenance of control not merely assuming that expenditures are limited in total amount. The administrator must be prudent in making use of the fund provided.

(4) Selection and Developing Personnel

This role referred to as school personnel administration. The ideal educational administrator identifies and indicates the staff needs of the school or educational system as well as the specific type of personnel needed to meet the needs. He also collaborates with the state and local school boards or Ministry of Education in making decisions related to the educational personnel. Having participated in the selection of the staff the school administrator should involve the staff in developing and operating the regular and proper personnel policies. The administrator must not only be concerned with the professional problems of his staff, their personal problems are his concern also. The administrator should realize that a member of staff who is saddened by some personal worry, say in his family is definitely not poised to produce the maximum and optimum work. The administrator should see to it that new staff is properly oriented into the school system and its general way of doing things and that the old staff is given ample opportunity to produce his best. In the same way too the educational and personal needs of the students claim the greatest attention of the administrator. In a nutshell the school administrator ensures proper employment, placement, motivation, development, welfare and professional growth of the staff under his administration.
(5) Curriculum Development

Another important role of a school administrator is that of curriculum development. Curriculum as the name indicates is not a record of what has happened but a plan for what will happen. It is concerned with what students will do in learning situation. It deals with the learning outcomes intended to be achieved through the experiences or opportunities the learner is expected to be exposed. The school curriculum is therefore, all the learning experiences or opportunities designed for the learner under the leadership roles of school administrators. Curriculum development usually starts with the establishment of educational goals. Whoever owns and manages the school influences the curriculum because he designs it in such a way that it will satisfy some identified needs or purposes. It is the needs of a particular society that determines what educational roles will serve in that community. Needs are not static they change from time to time and as a result a curriculum that was deemed adequate for a society at a particular time will fail to be adequate when the values and needs of the society change. The administrator has the task of helping in the discernment of need as much as will it affects the curriculum. Also, the administrator should be aware of the basic curriculum theories so that he can adequately influence the determination of instructional goals and objectives, the selection and organization of subject matter (content) and the learning experiences.

(6) Instructional Improvement

School programme management constitutes one of the most important roles of the educational administrator. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school administrator work with the classroom teachers, students and supervisors in the selection of appropriate curricular or school activities, choice of subjects, textbooks, work scheduling, use of teaching aids and facilities teaching methods and methods of evaluating school and student progress.

(7) Student Personnel Services

This role also is very important in the schools. It involves the selection orientation placement guidance and counseling of students should constitute an important aspect of the educational administration. The ideal school administrator ensures that every student is given adequate opportunity and motivation to learn. The schools encourage extra-curricular activities (clubs games, student councils) as well as ensuring that adequate school
health services, transportation boarding facilities (where applicable) moral and civic orientations discipline and adequate inter-personal relations are maintained.

(8) Managing the School

This is one of the most important roles of the school administrator. The administrator must be able to define duties, responsibilities, power and authority in a manner that best realizes the purpose of the institution. He must develop an internal staff organization with clear lines of authority and responsibility. Also, the school administrator must work with the staff to determine which supplies and facilities are needed for the best job. He also plans with the staff for effective use and maintenance of existing supplies and facilities.

(9) Maintenance of Effective Interrelationship with the Community and External Agencies

This role makes it necessary that the administrator must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise. He also should facilitate community participation in the life of the school and provide for interpretation of the school to the community. The educational system as an open system and a social organization thrives on effective interrelationship within it and with its relevant publics. The school administrator endeavor to promote school-community relation through the participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational administrator is involved with the totality of the enterprises of education.

(10) Educational Evaluation

An important role a school administrator should play in a school setting is evaluating the result of teaching. The administrator should arrange for all period of self-evaluation of the school programme through commonly accepted survey guides, standardized test, results and action research projects. Evaluation of teaching result helps to measure students’ ability and it’s also used to diagnose students’ weakness. Finally evaluation helps to measure the school activities that are whether the school is meeting the developmental and educational needs of the children.
(11) Reports

Rendering report is another role of the administrator. Periodically, he writes reports on his own performances and that of his staff, such report are accounts of their stewardship. He also writes reports of events happening in the school or official discussion. In all these reports the school administrator must be objective to intrude into reports.

(12) Record Keeping and Management

The keeping of records is one of the most important roles of the school administrator from time to time important information is being demanded by educational authorities and other bodies from school administrators. These pieces of information either in form of data returns evaluation or reports are expected to be factual and reliable such information can be got from record keeping. Therefore record keeping is not only desirable it is also imperative to a school administrator. As a matter of fact a school administrator who fails to keep desirable record may only perform like a rambler who is purposeless and blind to the real essence of this job. On the other hand records management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Such control is exercised over the creation distribution utilization, retention, storage retrieval protection preservation and final disposition of all types of records within the schools. The aim of records management is to achieve the best retrieval and exploitation of the date held in these media and systems and incidentally to reduce the cost and improve the efficiency of record-making and record-keeping processes. And that a well organized records management programme saves a lot of money for the administration of the school. Also that records management helps to control the quality and quantity of information that is created where in a manner that effectively serves the need of the school. Finally an adequate records management programme coordinates and protects an institution’s records sharpens the effectiveness of records as a management memory controls the times equipment and space allocated to records and helps to simplify intra-organizational communication problems.

(13) Supervisory Leadership

Murphy and Amanda (2003) assert that, there is no question over the supervision of infrastructural facilities which they say is the most important role of school administrator which he must play. School infrastructural facilities include classroom
playgrounds, laboratories, libraries, workshops, instructional equipments and school buses. These facilities are provided by the government and communities. Indeed school plant is viewed as a controlled environment that facilitates the teaching and learning process while it protects the physical well being of students. The administrator can also enrich the classrooms in the simplest way using bulletin board with displays imaginatively put up to reinforce topics being taught at a particular time. It is the roles of the school administrator to manage these facilities. That is taking care of the buildings and ensuring that the facilities are fully utilized. He does not enrich the classroom only; the other environment must receive adequate attention too. In a nutshell it must be emphasized here that without good buildings and clean environment the student’s comfort will be affected and this can hinder the ability of the student to learn.

(14) Challenges Ahead

Having identified some of the roles of the school administrators on one hand, it becomes imperative on the other hand to highlight the new challenges with a view to getting our educational administrators prepared.

(a) Providing Focused Instructional Leadership : Jamentz (2002) notes that simply having a list of essential teaching skills is not enough “school administrator must internalize exemplars of effective classroom practice so that they can make accurate judgment about, and give useful feedback to, the teachers with whom they work”.

(b) Result-oriented leaders : Among the factors responsible for the failure of the educational policies and programmes is leadership that lack managerial and administrative skills required to succeed. (Deborah 2002). These skills can only be acquired through learning and experience.

(c) Leading Change : School administrators are change agents. Systemic change is not well understood even by experts and school administrators have little training to prepare them for the challenge. For school administrator to succeed as a change agents additional training is required.

Linda Starr (2009) suggests that teachers often come under fire for their failure to fully integrate technology into their classrooms. Until recently, however, very little has been said about the role of school administrators in technology integration. Currently, the
Education World Tech Team discusses how administrators can optimize technology use in their schools. "The most effective way school administrators can promote technology use is to be knowledgeable and effective users of technology," It is a big role of school administrators to have ability of using technology for administrative functions and by knowing how to use the hardware and software they expect teachers to use.

Roles of school administrators regarding the technology integration are as follow:

1. Support the school personnel to use word processing, Internet, e-mail and encourage them the opportunity to go to conferences and participate in staff development.
2. Support the technology coordinator, reward teachers using technology
3. e-mail notices and agendas to staff, rather than printing and distributing them.
4. Ask that lesson plans be submitted through e-mail or on disk.
5. Foster technology growth by asking parents to write e-mail addresses on medical forms.
6. Insist that all teachers create a class Web page.
7. Attend technology conferences to see what other schools are doing, what other teachers are doing to integrate technology, and what administrators are doing to encourage the use of technology in their schools and classrooms.
8. Visit classrooms to see computer use and take an active role in using technology.
9. Provide sufficient up-to-date, workable computer equipment, funds for computer improvements, time and resources for troubleshooting programmes and future planning, and internet access.
10. Provide time for teachers to experiment with technology. The training should inculcate an understanding level for each piece of software in a teacher's virtual toolkit, the hardware and software including a word processor; spreadsheet, database, and presentation software; organization software; a Web editor; and Internet tools. The culminating activity should be the development of a comprehensive plan that each teacher writes for implementing.

Brenda Sanders (2010) stated that school administrator wears many hats. He is called upon to take care of any issue that may arise that the teacher can not handle.
Additionally, administrators have the task of establishing routines for school emergencies. Also, school administrators set a precedent for the overall atmosphere the school. Usually, the attitude of the leader will end up being the attitude of most of the staff.

1. **Visionary**: School administrator must first and foremost have a vision about how education should look in school. The administrator must be able to get parents, staff, community and the district to get on board with where she sees the school going. An administrator must have the ability to get others to share the same goals and plans for the school. If an administrator is unable to do this, then the school will be divided, and the progress of students will end up lacking.

2. **Observer**: A chief responsibility of any school administrator is to observe teachers and make sure instructors are using proper instructional strategies and employing successful discipline. Additionally, it is the administrator’s job to ensure that all students in the class are treated equally. An administrator must be able to spot problems and assist the teacher with resolving any instructional and/or discipline issues. Feedback from an administrator is extremely important for the teacher.

3. **Instructional Specialist**: Every administrator must be knowledgeable about what the best practices are in terms of teaching strategies. The administrator should know what research says about the different education strategies and why they should be used. Most importantly, an administrator must be able to judge which cognitive tools a teacher should be utilizing at the various developmental levels.

4. **Enforcer**: One of the main roles of an administrator is to be the school administrator disciplinary enforcer in the school. An administrator should make sure there is a school-wide discipline management plan. Though it is the responsibility of the teacher to have a classroom management plan, it is up to the administrator to ensure one is in place in each classroom. When the teacher has exhausted all attempts to control or discipline a student and get results, the administrator is expected to handle the situation.

5. **Overseer**: There are many laws and rules which govern pedagogy, discipline and education standards. It is the chore of the administrator to make sure all teachers are operating within these laws, rules and education standards. When this is not happening, the administrator must discuss the infraction with the teacher and decide if there will be any
further course of action. The administrator must follow the rules in terms of how he handles an infraction.

Derrick Meador (2010) stated that role of the school administrator covers many different areas including leadership, student discipline, teacher evaluation, and several others. Being an effective school administrator is hard work and is time consuming. A good administrator is balanced within all their roles and works hard to ensure that that they are doing what they feel is best for all constituents involved.

**School Leader**

A school administrator is the primary leader in a school building. A good leader always leads by example. A school administrator should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stays calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it isn’t a part of their daily routine.

**Student Discipline**

A large part of any school administrator’s job is to handle student discipline. The first step of having effective student discipline is to make sure that teachers know what leaders are expecting when it comes to student discipline. A good school administrator will listen to all sides of an issue without jumping to conclusions collecting as much evidence. A leader’s role in student discipline is much like that of a judge and a jury. School administrators decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective administrator always documents discipline issues, makes fair decisions, and informs parents when necessary.

**Teacher Evaluation**

Most school administrators also are responsible for evaluating their teachers’ performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in building are effective. Evaluations should be fair and well documented pointed out both strengths and weaknesses. Spend as much quality time in classrooms as possible. Gather
information each time of visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a school administrator who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met.

Develop, Implement, and Evaluate Programmes

Developing, implementing, and evaluating the programmes within school is another large part of a leader’s role. A school administrator should always be looking for ways to improve the student experience at school. Developing effective programmes that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in the area and to implement those programmes within school that have proved to be effective elsewhere. Programmes within the school should be evaluated every year and tweaked as necessary.

Review Policies and Procedures

An individual school’s governing document is their student handbook. A school administrator should have the stamp on the handbook. An administrator should review, remove, rewrite, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education your students receive. It can also make an administrator’s job a little easier. The administrator’s role is to make sure students, teachers, and parents know what these policies and procedures are and to hold each individual accountable to following them.

Schedule Setting

Creating schedules every year can be a daunting task. It can take some time to get everything to fall into its proper place. There are many different schedules in which a administrator may be required to create including a bell schedule, duty schedule, computer lab schedule, library schedule, etc. Cross checking each of those schedules to ensure that administrator is not putting too much on any one person at once can be difficult.

Parent and Community Relations

Having good relations with parents and community members can benefit in a variety of areas. If administrator have built trusting relationships with a parent whose child has
a discipline issue, then it makes it easier to deal with the situation if the parent supports the school. The same holds true with the community. Building relationships with individuals and businesses in the community can help the school out tremendously. Benefits include donations, personal time, and overall positive support for school. It is a vital part of any administrator's job to nurture their relationships with parents and community members.

**Delegating**

Many leaders by nature have a hard time putting things in others hands without their direct stamp on it. However, there is so much that has to be done, that it is vital that a school administrator delegate some duties as necessary. An effective school administrator does not have enough time to do everything that needs done by themselves. They must rely on other people to assist them with getting things done and trust that they are going to do the job well.

Stroupe, Richmond (2009) mentioned the roles of school administrators related to management and programme administration as follow:

(1) Management and Programme Categories i.e. Mission statement / philosophy, Management structure, Leadership and support staff / services, Organizational goals, Employment practices / conditions, Professional development, Instructor evaluation systems, Channels of communication, Linkages with stakeholders, Confidentiality, Quality assurance practices, Student administration, Learner recruitment, intake, orientation, Planning systems, Marketing, and Financial control.

(2) Programme Delivery and Assessment i.e. Instructor qualifications / credentials, Professional development, Curriculum development, Student / teacher ratio, Timetables, Teaching methodology / instruction, Goals and objectives, Program content, Syllabus, Equipment, Resources, Assessment procedures, and Course evaluation.

Poulomi Dutta (2011) described that school administrator is the head of the institution, a sort of central monarch who has to supervise the proper running and functioning of the school without turning into a power hungry monster cum enlightened despot or an autocrat. A school administrator should be the key change agent in his institution who should sustain and introduce changes and reforms in the way his school functions and ensure the
good of all the students as well as teaching and non teaching staff. A school administrator has to concentrate on the development of the overall skills of teaching that his staff will possess. Therefore, the role of a school administrator is not an easy one to fulfill.

A school administrator ought to kick start or at least envisage a future betterment plan for the school based on readiness and that means, he/she has to resolve many problems, facilitate how the shared vision is developed in relation to existing conditions, and he will also chalk out a plan on how to achieve that vision. A school administrator has to understand and comprehend social issues and central economic issues and how they can impact the school education system. But perhaps the main thing that a school administrator and the rest of the administration have to ensure is that a proper academic atmosphere must prevail in the school at all times and the school culture must be conducive to learning. The school administrators should also concentrate on the proper running of the school so that the academic atmosphere is not hampered in any way. The school administrative staff should also cooperate with the administrator on all grounds as he is the captain of the ship. The school administrator also has to establish various kinds of shared learning goals and it is his duty to assist the staff in aligning the teaching methods and strategies in order to achieve those goals.

2.4 Improving of educational performance

2.4.1 Definition of Improving

The free dictionary.com (2010) defines that “improving” means to raise to a more desirable or more excellent quality or condition, to increase the productivity or value or quality, to put to good use or to become better, to make beneficial additions.

The collaborative International Dictionary (2010) give the meaning of “improving” that (1) to bring into more desirable or excellent condition, (2) to make more useful; profitable; or valuable by enclosure; cultivation, (3) to increase the value and excellence become better.

It can be said that “improving” means to increase the productivities to a more desirable or more value or more useful or more excellent quality or condition or make beneficial additions to become better.
2.4.2 Definition of Education

Shenith Jackson (2008) state that education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It could be a certain degree, level or kind of schooling. It is training imply a discipline and development by means of the special and general abilities of the mind or a training by which people learn to develop and use their mental, moral, and physical power or skill. It is a gaining experience, either improving or regressing. Education means to learn in every means in order to reach into a certain goals. Education is very essential in everyday to be able to cope and survive whatever the difficulties and complication may experience. Without education, life can be so hard and frustrating in every aspect. Education will help to attain a certain ambition or dreams in life and to be successful. The instances of education can be from school, society or home, Internet, or anywhere. It is necessary that everyone needs to go to school, to learn academically and socially. It helps to build up the confidence in every person; it gives a high self-esteem as well. Also, one needs to educate himself in the society, so that we are aware in catastrophic situation. Education requires discipline, patient, time, hard-work and effort. With these important behavioral qualities, it will be easier to deal with life. Education doesn’t require a perfect physical appearance but it requires attention and focus. Having the knowledge in everything, it refers to a high intellect power, a power that ready for anything.

Jyoti Ibibo (2008) mentioned that education comprises of teaching and learning specific skills. It’s basic aim is the imparting of knowledge, positive judgment and well-developed wisdom. Education has proved to be important fundamental aspects in imparting of culture from generation to generation. Education primarily means 'to draw out'. It helps in delivering realization of self-potential and deep-rooted talents of an individual.

Medha (2008) states that education is mental and emotional growth of a person by learning about important subjects pertaining to various facets of life...and by educating oneself, one becomes wise, with good reasoning, logic and intelligence.

Ashish (2008) defines that education encompasses teaching and learning specific skills, and also something less tangible but more profound the imparting of knowledge, positive judgment and well-developed wisdom.
Lazar (2008) gives the views that education is a personal tool in acquiring knowledge with the environment. The true meaning of education is knowledge stored in the mind to help oneself or that knowledge should help others.

2.4.3 Definition of Performance

Accurate and Reliable Dictionary (2010) defines that “performance” as follow:

1. The act of performing; the carrying into execution or action; execution; achievement; accomplishment; representation by action; as, the performance of an undertaking of a duty.

2. The act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it.

Business dictionary (2010) states that “performance” is the accomplishment of a given task measured against preset standards of accuracy, completeness, cost, and speed.

Thinkexist.com (2010) defines that performance means the accomplished; a thing done or carried through; an achievement; a deed; an act; a feat; esp., an action of an elaborate or public character.

2.4.4 Definition of Educational Performance

Gary, T Moore (1993) mentioned that educational performance is the accomplishment of performing in educational management successfully; using knowledge as distinguished from merely possessing it i.e. academic achievement scores.

Wayne, Leon L. (2008) defines that educational performance is the accomplishment of an act or process of imparting or acquiring general knowledge for developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Wiki.answers.com (2010) states that educational performance refers to how the students deal with their education and how they cope with or accomplish different tasks give to them by the teaching and learning process. It is the ability to acquire knowledge and remember facts and being able to communicate the knowledge verbally and down on the paper.
From the definition above, it can be said that “educational performance” is the accomplishment of performing in educational management successfully; using the teaching and learning process for imparting knowledge to the students.

2.4.5 Educational Performance Indicators

CHEA (2001) defines that educational performance indicators are the data, usually quantitative in form, that provide an educational measurement of an individual’s or school’s performance against which changes in performance. It is the representations (usually numeric) of the outcome from, an education organization, its programmes, or processes. Often includes graduate data, research records, employment of graduates, cost per student, student/staff ratios, staff workloads, student relevance, class size, laboratory and other equipment, equity, libraries, information technology, and other learning resources.

Harvey, L. (2004) states that the successfully of students is the indicators to interpret the educational performance. This refers to the number of students who have successfully completed all components required for a qualification compared to the total number enrolled. The typical indicators used to assess educational performance (average and median achievement test scores) are highly flawed. Simulation results indicate that these indicators provide a severely misleading portrait of changes in educational performance over time and differences in performance across schools, particularly if students change schools a lot or educational performance varies significantly over time. Moreover, these indicators provide schools with the incentive to cater to students who score high on achievement tests, and they tend to be biased against schools that serve a large number of academically disadvantaged students. Better than average and median test scores are gain indicators, which measure the growth in achievement from one grade to the next for a given group of students, and value-added indicators, which rely on a statistical model to identify the distinct contributions of schools to growth in student achievement at a given grade level.

UNESCO (2004) defines educational performance as a range of statistical parameters representing a measure of the extent to which an education institution or a programme is performing in a certain quality dimension. They are qualitative and quantitative measures of the output (short-term measures of results) or of the outcome (long-term measures of outcomes and impacts) of a system or of a programme.
Vlăsceanu et al. (2004) argue that educational performance indicators work efficiently only when they are used as part of a coherent set of input, process, and output indicators. As education institutions are engaged in a variety of activities and target a number of different objectives, it is essential to be able to identify and to implement a large range of performance indicators in order to cover the entire field of activity. Examples of frequently used performance indicators, covering various institutional activities, include: the number of applications per place, the entry scores of students, the staff workload, research grants and contracts, the number of articles or studies published, staff/student ratio, institutional income and expenditure, and institutional and departmental equipment and furniture. Educational performance indicators are related to benchmarking exercises and are identified through a specific piloting exercise in order to best serve their use in a comparative or profiling analysis.

Linke Report (2005) identifies that the students’ progress is the educational performance of teaching and learning process. It is suggested that the benefit that might accrue from improving statistical measures to make them into really meaningful performance indicators is outweighed by the cost that would accrue.

2.4.6 Aspects of Roles of Improving Educational Performance

To succeed in a rapidly changing world, individual need to advance their knowledge and skills throughout their lives. Education systems need to lay strong foundations for this, by fostering knowledge and skills and strengthening the capacity and motivation of young generation to continue learning beyond school. Therefore, it is necessary to improving the quality of educational performance at school.

According to the literature regarding the roles of school administrators mentioned above, it can be seen that competent administrators for primary schools are required for the successful operation of educational performance. Education administrators are responsible for providing instructional leadership, as well as management of the day-to-day activities in schools. The educational standards, goals, policies and procedures required to achieve certain standards at primary schools must be set by education administrators. They may also supervise support staff, teachers, managers, counselors, coaches, and librarians. They
develop the academic programmes in the school, monitor the educational progress of students, provide training and motivation activities for teachers and other staff, manage student services, prepare budgets, administer recordkeeping systems, and perform other duties. School administrators also are involved with building relationships with parents, prospective and current students, and the business and residential community.

School administrators in primary levels are responsible for setting the academic tone, while working actively with teachers through developing and maintaining high curriculum standards. They also formulate the school’s mission statement, and establish teacher performance goals and objectives. School administrators consult with staff in order to advise, explain or answer procedural questions.

Throughout the day, they may visit classrooms, observe teaching methods, examine learning materials used, and review the instructional objectives set by teachers. Because the education administrator’s pay is often based on teacher performance ratings, they must use clear, objective guidelines for appraisals. They also meet with students, parents, community organization representatives and other administrators. The decision making authority formerly controlled at school district offices has increased to individual schools, giving administrators more flexibility in setting school policies and goals. However, special attention to the concerns of parents, teachers and other members in the community is important when making administrative decisions.

The responsibility for preparing school budgets and reports such as finances, school attendance and student performance also fall on the education administrator. Tighter school budgets has forced many administrators to become involved in public relations and fundraising activities in order to secure the needed financial support from local businesses for the school.

School administrators must ensure that national, state and local academic standards are met among students. Some school administrators work with local businesses to develop partnerships with school-to-work transition programmes. This requires education administrators to serve as school advocates for building new schools, or repairing existing schools, in order to accommodate the growth. During the summer, school administrators plan for the upcoming school year, oversees summer school, participates in teacher and
administrator workshops, supervise improvements and repairs to buildings, and ensures that there is adequate staff when the school year begins.

Students’ emotional welfare is just as important as their academic success. Therefore, school administrators are increasingly facing responsibilities beyond academics. Many schools have single parent households or households where both parent work outside the home. Before and after school programs and family resource centers have been established at many schools to support these students and their families. The family resource centers may offer parenting classes and referrals to social services. With assistance from community organizations, some school administrators of primary schools have also established programmes to combat crime, drug abuse, alcohol abuse and sexually transmitted diseases among students.

These roles of school administrators can be summarized that they have four aspects of roles for improving the educational performance. The details are as follow:

(1) Improving in building and environment

Several studied indicated the results that building and environment is a significant factor that affects the educational performance.

Gary, T Moore and Jeffrey, A Lackney (1993) found from the study that educational building conditions are hurting student performance, and estimated that improvement facilities could lead to the improvement of standardized tests. The school facilities are important to education. There are a number of excellent empirical studies of the explicit relationship between facility characteristics and educational outcomes. There is now considerable evidence that certain design characteristics like school size, classroom size, location, and the provision of secluded study spaces all make substantial differences in learning outcomes, and, in particular, that school size and classroom size make a difference in academic achievement or educational performance. They concluded that small schools offered students greater opportunities to participate in extracurricular activities and to exercise leadership roles. In particular, participation in school activities, student satisfaction, number of classes taken, community employment, and participation in social organizations were all superior in small schools relative to large schools. Larger schools discourage a sense of responsibility and meaningful participation, particularly among students who have academic difficulty and come from lower socioeconomic backgrounds. The above findings
relate to design variables other than achievement outcomes (lower incidence of crime levels, less student misconduct, greater participation in extra-curricular activities, etc.). In order to differentiate them from bottom-line educational performance, Weinstein (1979) termed these and other variables “nonachievement behaviors.” The argument presented here is, however, that these prosocial behaviours are better conceptualized as mediating variables which may in turn effect academic achievement, that is that school size effects, for instance, less incidence of student misconduct which will in turn lead to greater performance. Fowler (1992) argued that the issue of school size effects at the primary school level, based upon “the number of students and the general agreement of the findings”. In his review, small schools were defined as those between 100 - 200, with large schools being those in the range 1500 to 4000.

The results of the study also show that high density conditions have been found to lead to increased aggression, decreased social interaction, and non-involvement. However, small class sizes also lead to better scores on learning achievement tests. The synthesis report written by Fowler (1992) concluded that attitudes, voluntary participation and achievement all increase in smaller relative to larger classrooms. In classrooms with less students, teachers can have more interactions with each student, can provide a rich and vastly differing array of interactions, can establish learning centers, student learning teams, peer tutors and other instructional strategies, all of which improves the quality of interactions with each student. These effects may in turn lead to increased educational performance. Teacher attitudes also improve as class size is reduced from 30 to 20.

The assessment of the research concluded that there are significant increases in blood pressure associated with schools being near noisy urban streets. Other findings related to location include German and Russian studies (Birgiltta Berglund and Thomas Lindvall 1986, cited in Evans et al. 1991) indicating increased systolic and diastolic blood pressure in middle-school children in schools close to noisy urban streets and abnormally high blood pressure in children residing around nine different Soviet airports. Exposure to traffic noise at elementary schools also has been associated with deficits in mental concentration, making more errors on difficult tasks, and greater likelihood of giving up on tasks before the time allocated has expired. Furthermore, as found by Cohen et al. (1986) in
Los Angeles, elevated blood pressure does not habituate or decline with continued noise exposure over time children don’t get used to noise. While blood pressure, concentration, and task persistence are neither academic achievement nor prosocial outcomes, they are important mediators of educational outcomes. The appropriate location of new schools and their proper design should be able to alleviate these noise-related problems.

Secluded study spaces within classrooms are also important to student development, and have been found empirically to be related to various educational outcome measures. Creating small learning centers within classrooms reduces classroom visual and auditory interruptions, makes learning materials more accessible; increases privacy and leads to more questions asked by students would be expected to lead to higher educational performance.

Michael, A. Berry (2002) studied on healthy school environment and enhanced educational performance and found that healthy school environments are the key to a high educational performance. Successfully managing a school environment is a necessary and essential educational investment. Research increasingly shows that there is a clear link between environmental quality of schools and educational performance:

- Facility management systems determine environmental quality in schools.
- Quality of school environment shapes attitudes of students, teachers and staff.
- Attitudes affect teaching and learning behaviour.
- Behaviour affects performance.
- Educational performance determines future outcomes of individuals, school and society as a whole.

Research indicates productive, high performance schools manifest common traits as follow:

- A high performance school seeks and provides adequate space and opportunities for students and teachers to spread out, reflect, interact, exchange information, examine and test ideas.
- Appearance of the school is inviting. Students, teachers, and the local community want it to be there.
- School has adequate natural lighting that enhances productivity.
- School strives for student-friendly conditions throughout the building.
- School is inviting to good teachers and supports their retention.
- School is designed to reduce stress. It is comfortable, has a consistent temperature, and manages noise.
- School is clean and sanitary.
- Risk of an adverse health effect is very small.

Student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, lighting, temperature and climate control, and sanitation. The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place. The following conditions help make the classroom a better place in which to learn.

Lighting in classrooms must focus on the front of the classroom and over the student’s desks. Glare from hard surfaces is distracting and should be avoided wherever possible. The effective lighting of schools has been related to high performance test scores time and again. Classes should be designed to accommodate students so that the number of students does not exceed 20. A lower density of students per classroom will increase teacher and student interaction and communication. Classrooms must be designed with effective communication and interaction in mind. Students should be able to easily see and hear the instructor and other students. Noise must be controlled to levels that do exceed 68db. At above the 68 or 69 db noise level, students begin to have difficulty understanding what is being said and are distracted by noise in other classrooms. Technology is at the center of the modern educational process, especially for mathematical and analytical skills. Computers in classrooms are very important. Tools, such as the Internet, allow the smooth exchange of information between student and machine, but must be positioned and used in environments that do not cause distraction. Increasingly, students can learn through virtual classrooms when no teacher is available. Comfortable surroundings aid in this form of learning.
Temperature and indoor climate is also important. A temperature of 68-72 degrees is ideal and should be maintained year round. Schools must be designed with good ventilation. Effective filters and cleaning must be functional so as to keep particulate matter, such as dust, out of the air. Odors can also be distract students, but can be removed with good ventilation. The design of schools is a very important factor when dealing with sanitation related to moisture. Building roofs that leak or will not stop water are detrimental. Water in classrooms leads to mold which can cause allergic reactions. High humidity and standing water also creates an environment favorable to all kinds of bacteria, which can spread diseases. The cleanliness of schools is also an important aspect of school environments. Clean schools not only lower the threat of the spread of illness, but also convey a caring message to the students and teachers. Cleaning and maintenance of schools is vitally important and is often underemphasized and underperformed. Students feel better going to clean classes and sitting in clean desks and surroundings. Sanitation in schools is important because young children face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrheas outbreaks.

A school environment should be one in which every student feels safe. It was found that promotion of safety by the increased installation of cameras and monitoring devices throughout the school. Many schools today work with local law enforcement agencies to put security officers in schools. The presence of security officers often gives students a sense of safety and security.

In the final analysis, the primary environmental policy and management objective of every school facility should be that of taking whatever steps are necessary to create a “sense of well-being.” By definition, this is a healthy environment. “Health is the state of complete physical, mental, and social wellbeing.” The most important result in the study is that there is a direct connection between healthy school environments and attitudes of students, parents, and educational performance i.e. students’ achievement.

WBDG Sustainable Committee (2010) mentioned that building construction and operation have extensive direct and indirect impacts on the environment and the environment is impact on the performance. There should be a green building in the school. Green construction or sustainable building refers to a structure and using process that is
environmentally responsible and resource-efficient throughout a building’s life-cycle: from sitting to design, construction, operation, maintenance, renovation, and demolition. This practice expands and complements the classical building design concerns of economy, utility, durability, and comfort. Green buildings are designed to reduce the overall impact of the built environment on human health and the natural environment by:

- Efficiently using energy, water, and other resources
- Protecting occupant health and improving employee productivity
- Reducing waste, pollution and environmental degradation

Prism Holding Inc (2008) studied on the green building improve and found that green building improves the environment in several ways. Green buildings are good for the environment because they use materials wisely. Green building materials can be new, such as new bamboo wood floors. New, green building materials are good for the environment because they are renewable. Green building materials can also be used or recycled, like using reclaimed timber. Recycled, green building materials are good for the environment because no energy is needed to create them; they already exist. Green buildings are good for the environment because they take landscaping into account. Most green buildings landscape the property with plants that are native to their region, so that there is little or no need for irrigation, translating into a lower demand for water. Green buildings also frequently preserve certain parts of the property to remain undeveloped, so that the habitat can remain intact and undisturbed. Green buildings also manage the construction process to make sure that any waterways remain unpolluted with construction by-products. Green buildings also lend themselves to a better work environment. Green buildings, which generally include the use of natural day light, big windows and good indoor air circulation, dramatically increase productivity and reduce absenteeism. In the school, the green building is a significant factor that affects school personnel comfort, health, and productivity. Enhancing green building and healthy environment conditions are a key to educational performance.

JoonHo Choi, Azizan A. and Vivan Loftness. (2009) studied on improving environmental satisfaction in building and found that indoor environmental quality (IEQ) has a significant role in building occupant comfort, health and productivity. Improving physiological
and environmental conditions are a key to school’s success and maximizing educational personnel. Schools that are in the process of renovating their current space or looking to relocate, should critically consider the ramifications of indoor environmental qualities in the new spaces in order to maximize their personnel’s potential. Strategic decisions have to be made to select key features that would significantly improve overall environmental satisfaction. Indoor environmental quality mainly consists of five sub-set elements - air, thermal, lighting, acoustic and spatial qualities. Since the satisfaction of each environmental component contributes to overall indoor environmental satisfaction differently, it would be meaningful to prioritize the sub-set element of IEQ to enhance overall user satisfaction. 

Recent studies found that similar environmental conditions could affect educational performance. The accomplished school building is affected on the student learning achievement. It can be said that the better building and environment also the better educational performance. (Figueiro et al., 2002; Karjalainen, 2007).

(2) Improving in instructional leadership

Role of the administrator has become dramatically more complex, overloaded, and unclear over the past decade. Indeed, the role of the administrator has been in a state of transition, progressing from the administrator as an instructional leader or master teacher, to the administrator as a transactional leader and, most recently, to the role of transformational leader. Berlin, Kavanagh, and Jensen (1988) conclude that, if schools are to progress, "the administrators cannot allow daily duties to interfere with the leadership role in curriculum". As instructional leader, the administrator is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in educational performance.

John Arul Phillips (2004) studied on Manager-Administrator to Instructional Leader: Shift in the role of the School Administrator and found that the school administrator wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning. The role of 'instructional leader' by school
Leaders is a relatively new concept that emerged in the early 1980’s which called for a shift of emphasis from administrators being managers or administrators to instructional leaders. This shift was influenced largely by research which found that effective schools which were highly in educational performance usually had administrators who stressed the importance of instructional leadership.

The instructional leadership is critical in the realisation of effective schools. It differs from that of a school administrator or manager in a number of ways. Administrators are too preoccupied in dealing with strictly administrative duties compared to administrators who are instructional leaders. The latter role involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership is those actions that an administrator takes, or delegates to others, to promote growth in student learning (Flath, 1989)\(^93\). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realisation.

More recently, the definition of instructional leadership has been expanded to towards deeper involvement in the core business of schooling which is teaching and learning. Attention has shifted from teaching to learning, and some have proposed the term “learning leader” over “instructional leader” (Richard DuFour, 2002)\(^94\). The National Association of Elementary School Administrators (2001)\(^95\) defines instructional leadership as “leading learning communities”. In learning communities, staff members meet on a regular basis to discuss their work, work together to problem solve, reflect on their jobs, and take responsibility for what students learn. They operate in networks of shared and complementary expertise rather than in hierarchies or in isolation. People in a learning community “own the problem” and become agents of its solution. Instructional leaders also make learning a priority; set high expectations for performance; create a culture of continuous learning for student and get the community’s support for school success. Blase and Blase, (2000)\(^96\) expressed instructional leadership in specific behaviours such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching.
Whitaker (1997) identified four skills essential for instructional leadership.

- They need to be a resource provider. It is not enough for administrators to know the strengths and weaknesses of their faculty but also recognize that teachers desire to be acknowledged and appreciated for a job well done.
- They need to be an instructional resource. Teachers count on their administrators as resources of information on current trends and effective instructional practices. Instructional leaders are tuned-in to issues relating to curriculum, effective pedagogical strategies and assessment.
- They need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning such as the conviction that all children can learn and no child should be left behind.
- They need to create a visible presence. Leading the instructional programme of a school means a commitment to living and breathing a vision of success in teaching and learning. This includes focusing on learning objectives, modeling behaviours of learning, and designing programmes and activities on instruction.
- They need to have the skill of observing instruction (supervision) aims to provide teachers with feedback to consider and reflect upon. But teachers should make their own judgment and reach their own conclusions.
- They need to have the research and evaluation skills to critically question the success of instructional programmes initiated and one of the skills most useful would be action research.

To be the instructional leader, school administrators need to have to update knowledge on three areas of education, namely, curriculum, instruction and assessment.

- With regards to curriculum, administrators need to know about the changing conceptions of curriculum, educational philosophies and beliefs, knowledge specialization and fragmentation, curricular sources and conflict, curriculum evaluation and improvement.
- With regards to instruction, administrators need to know about different models of teaching, the theoretical reasons for adopting a particular teaching model, the pedagogy of the internet, the theories underlying the technology-based learning environment.
• With regards to assessment, administrators need to know about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods and assessment that aim to improve rather than prove student learning.

If administrators are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts towards improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal when implemented, allows both students and teachers to control their own destiny in making a more meaningful educational performance. Brewer (2001) suggests that the role of the instructional leader be expanded to incorporate a shift away from "management" (working in the system of administrative tasks) toward "leadership" (working on the system) and in the case being argued it is ‘instructional leadership’. To achieve this quest, it takes more than a strong administrator with concrete ideas and technical expertise. It requires a redefinition of the role of administrators, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships.

Lashway, Larry (2002) studied on Developing Instructional Leaders and found that "instructional leadership" became the dominant paradigm for school leaders after researchers noticed that higher educational performance usually had administrators who kept a high focus on curriculum and instruction. In the first half of the 1990s, attention to instructional leadership seemed to waver, displaced by discussions of school-based management and facilitative leadership. But recently instruction has surged back to the top of the leadership agenda, driven by the relentless growth of standards-based accountability systems. Explicit standards of learning, coupled with heavy pressure to provide tangible evidence of success, have reaffirmed the importance of instructional leadership. There are eight roles of instructional leaders:

1. making student learning the priority;
2. setting high expectations for performance;
3. gearing content and instruction to standards;
4. creating a culture of continuous learning for learners;
5. using multiple sources of data to assess learning;
6. improve educational standards;
7. use computer for facilitating learning and computer based communications or telecommunications;
8. activating the community's support for school success.

Flath (1989) describes the difference between educational leadership and instructional leadership. They say that educational leadership describes those initiations that attempt or tend to preserve or produce a favorable educational ethos within the school, while instructional leadership refers to the specific branch or educational leadership that addresses curriculum and instruction. Instructional leader is an administrator who emphasizes the process of instruction and facilitates the interaction of teacher, student and curriculum. Instructional leadership encompasses "those actions that an administrator takes, or delegates to others, to promote growth in student learning" and comprises the following tasks: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programmes; and creating collegial relationships with and among teachers. (Wildy and Dimmock. (1993). The term instructional leader clearly describes the primary role of the school administrator in the quest for excellence in educational performance. To achieve this quest, it will take more than a strong administrator with concrete ideas. According to Richardson et al. (1989), he or she must lead toward educational performance or educational achievement, must be a person who makes instructional quality the top priority of the school, and must be able to bring that vision to realization.

Flath (1989) also describes that there are three major forces that serve to shape and describe a school: (1) the public, (2) the staff, and (3) the students, and these forces interact through the curriculum. It was found that certain instructional leadership activities could be grouped together and they are presented in the following four categories:

- Goal emphasis. Set instructional goals, high expectations and focus on educational performance i.e. student achievement.
- Coordination and organization. Work for effectiveness and efficiency.
- Power and discretionary decision making. Secure resources, generate alternatives, assist, and facilitate to improve the instructional programme.
• Human relations. Deal effectively with staff, parents, community, and students.

Smylie and Conyers (1991) conclude that teaching has become a "complex, dynamic, interactive, intellectual activity. In order to meet the rapidly changing needs of students, teachers must be given the authority to make appropriate instructional decisions. They are the instructional experts. Therefore, the basis for school leadership must include teachers and parents, as well as the administrator, in the role of problem finding and problem identification, a process currently referred to as transformational leadership. Administrators, then, become the leaders of leaders: those who encourage and develop instructional leadership in teachers. This "mode of instructional leadership provides for improving of educational performance".

Bamburg and Andrews (1990) believe that to be an effective instructional leader, one must be as follow:

(1) have a vision for the organization that is clearly focused upon desired outcome (i.e., "ensuring academic excellence")

(2) communicate that vision to everyone connected with the organization to obtain support for it.

(3) provide and/or obtain the resources needed to accomplish the vision (i.e., materials, information, or opportunity)

(4) manage oneself so the above can occur.

This research on effective schools strongly suggests that instructionally effective schools have administrator who are viewed by their teachers as the primary instructional leader in the school. They developed an operational definition of instructional leadership behaviour. The behaviours were found to be a set of strategic interactions that Bamburg and Andrews (1990) grouped as:

(1) A resource provider that: (a) marshals personnel and resources to achieve a school's mission and goals, and (b) is knowledgeable about curriculum and instruction.

(2) An instructional resource that: (a) sets expectations for continual improvement of instructional programme and actively engages in staff development, and (b) encourages the use of different instructional strategies.
(3) An effective communicator that: (a) models commitment to school goals, (b) articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment, and (c) sets and adheres to clear performance standards for instruction and teacher behaviour.

(4) A visible presence that: visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff development.

Moorthy (1992) separates managerial functions into the three areas of planning, organizing, motivating and controlling. Instructional leadership functions involve all the beliefs, decisions, strategies, and tactics that administrators use to generate instructional effectiveness in classrooms. Manager focuses on "running a smooth ship"; instructional leaders focus on learning and instruction. Although the role of the administrator as instructional leader is pivotal in developing an effective school, administrators can not be effective instructional leaders if they are not good managers. These are viewed as supporting roles; not as isolated entities.

Carter, C., and Klotz, J. (1990) comment that learning to become an instructional leader is a complex, multidimensional task. If administrators believe that growth in student learning or educational performance is the primary goal of schooling, then it is a task worth learning. In today's rapidly changing world that means becoming a leader of leaders by learning and working with teachers, students, and parents to improve instructional quality. Goal setting and problem solving become site-based, collective collaborative activities. The leadership of the administrator is pivotal in ensuring that the process is informed of all school issues, especially those which relate to student instruction. There are three major areas where learning is required if a administrator is to become an instructional leader: a knowledge base, task understandings, and appropriate skills. The knowledge base includes the research on effective schools and teaching, on instructional administration, and familiarity with the processes of change. Also, one should understand educational philosophies and beliefs and, ultimately, be able to determine the strengths and weaknesses of one's own philosophy. Instructional leadership tasks relate to the knowledge base and are
varied. They include supervision and evaluation of instruction, staff development activities, curriculum development knowledge and activities, group development knowledge and activities, action research, development of a positive school climate, and the creation of links between school and community. To carry out these tasks, the administrator must possess critical interpersonal and technical skills. Interpersonal skills include those of communication, motivation, decision making, problem solving, and conflict management. Technical skills include ways to approach goal setting, assessment and planning (to implement goals), instructional observation (to provide feedback to teachers) and research and evaluation (to determine the success of instructional progress).

If an administrator possesses this background, he/she will likely become an effective leader of leaders - sharing, facilitating, and guiding decisions about instructional improvement for the betterment of educational performance. Instructional improvement is an important goal, a goal worth seeking, and a goal, when implemented, that allows both students and teachers to control their own destiny in making a more meaningful learning environment.

(3) Improving in system of educational administration

Smooth operation of a school requires competent administrators. Education administrators provide leadership in managing the day-to-day activities in schools. Education administrators set educational standards and goals and establish the policies and procedures to carry them out. They also supervise managers, support staff, teachers, counselors, librarians, coaches, and others. They develop academic programmes; monitor students’ educational progress; train and motivate teachers and other staff; manage guidance and other student services; administer recordkeeping; prepare budgets; handle relations with parents, prospective and current students, employers, and the community; and perform many other duties.

Administrators confer with staff to advise, explain, or answer procedural questions. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. They actively work with teachers to develop and maintain high curriculum standards; develop mission statements, and set performance goals and objectives. Administrators must use clear, objective guidelines for teacher appraisals,
because pay often is based on performance ratings. Administrators also meet and interact with other administrators, students, parents, and representatives of community organizations. Decision-making authority has increasingly shifted from school district central offices to individual schools. Thus, parents, teachers, and other members of the community play an important role in setting school policies and goals. Administrators must pay attention to the concerns of these groups when making administrative decisions. Administrators prepare budgets and reports on various subjects, including finances and attendance, and oversee the requisition and allocation of supplies. As school budgets become tighter, many administrators have become more involved in public relations and fundraising to secure financial support for their schools from local businesses and the community.

Administrators must take an active role to ensure that students meet national, State, and local academic standards. Many administrators develop school partnerships and school-to-work transition programmes for students. Growing enrollments, which are leading to overcrowding at many existing schools, also are a cause for concern. When addressing problems of inadequate resources, administrators serve as advocates for the building of new schools or the repair of existing ones. During summer months, Administrators are responsible for planning for the upcoming year, overseeing summer school, participating in workshops for teachers and administrators, supervising building repairs and improvements, and working to be sure the school has adequate staff for the school year.

Schools continue to be involved with students’ emotional welfare as well as their academic achievement. As a result, administrators face responsibilities outside the academic realm. Administrators also may oversee career counseling programmes and testing that measures students’ abilities and helps to place them in appropriate classes. Others may also direct programmes such as school psychology, athletics, curriculum and instruction, and professional development.

All of these activities are effect to the educational performance. Anderson, Lorin W. and Pigford, Artha B. (1987) mentions five general leadership qualities of effective leaders in improving system of educational management.

(1) Have a vision. Work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment.
(2) Translate the vision into action. Work as a team; emphasize school wide goals and expectations.

(3) Create a supportive environment. Promote an academically-oriented, orderly, and purposeful school climate.

(4) Know what's going on in the school. Find out what teachers and students are doing and how well.

(5) Act on knowledge. Intervene as necessary accommodating using leadership style or leader strategies.

Hanny (1987) perceives that "effective administrators are expected to be effective instructional leaders. Administrator must be knowledgeable about system of educational administration, curriculum development, instructional effectiveness, clinical supervision, staff development and teacher evaluation". Bryce (1983) and Fullan (1991) agree with this holistic view of the administrators' role. However, Fullan expands this holistic definition of leadership and management to be: an active, collaborative form of leadership where the administrator works "with teachers to shape the school as a workplace in relation to shared goals, teachers collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning". This collaborative nature of leadership is often stressed in the literature. Bernd (1992) states that "increased teacher involvement in school decisions are effective tools for focusing the staff on student's outcomes". Hallinger (1989) speaks of leadership teams at the primary level to help carry out the critical functions of educational management. Cooper (1989) states that schools need to create models of shared leadership which incorporate the talents and energy of administrator, teachers, students, and parents. This mode of educational management provides for learning and working with others - teachers, students and parents to improve educational performance. It is their responsibility to create a strong school culture, enabling teachers to collaborate with them in redesigning the instructional programme so that all students can learn.

Fullan (1991) perceives the role of the administrator, in models of the future, will be to encourage collaborative groupings of teachers to play a more central role in the instructional leadership of the school. This, however, will require active participation of the
administrator to facilitate change by motivating the staff and students, by reaching out to the community, and by continually improving the school. The assumption inherent, here, is that effective leaders manage and lead (Fullan, 1991; Moorthy, 1992).

Havelock’s (1973) states that administrator should be the change agent. He incorporates the role of the change agent that acts as catalyst, process helper, resource linker, or solution giver. Although the change agent roles may be taken by the administrator at some stage or other, the change agent as process helper is most useful for the supervisory role. It is a collaborative, on-going role. Following are Havelock’s six stages of change.

- Stage 1: Building a Relationship (between change agent and client)
- Stage II: Diagnosing the Problem
- Stage III: Acquiring Relevant Resources
- Stage IV: Choosing the Solution
- Stage V: Gaining Acceptance
- Stage VI: Stabilizing the Innovation and Generating Self-Renewal

In summary, the “dramatically different role” of the administrator is outlined by Brewer (2001) that effective implementation on system of educational administration requires focusing on building a community of learners; sharing decision making; sustaining the basics; leveraging time; supporting ongoing professional development for all staff members; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry, and continuous improvement. The successfully or accomplishment of this role is affect on educational performance.

(4) Improving in professional development

The professional development is most important in improving the educational performance. The main target of the professional development is to develop the school personnel to a high efficacy. As the world is ever evolving, together with new technologies and knowledge, therefore, the everyday experience of the school personnel is not sufficient to keep him up-date with proficiency. Therefore, it is essential to develop the them constantly and continuously until the end of their professions.
About the proficiency in developing the personnel, Humphries (cited in Glickman, and others. 2001:336) studied about the new ways of implementing the curriculum from 36 schools in Georgia, United States, from 1980-1981. He indicated that the co-operation in the personnel development planning from parties would result in the successfulness of the programme. Moreover, it was found that school administrators must be developed proficiently. They have to co-operate in the planning and arrange diverse experience training which vary according to the character of the teachers. They have to let every teacher really partake in the programme operation and conjoin the training activity with the general personnel development. School administrators focus on the demonstration, advice on the operation and the use of feedback data, give a chance for the teachers to exchange knowledge, and experience, and let them assist each other. Teachers can choose the purposes and the activities in the training.

National Association of Primary School Administrators (2010) note that for the higher educational performance, school administrators have to improve the skills, knowledge, abilities and task as follow:

(1) Technical and functional skills listed below are based on general occupational qualifications for school administrator.

- Adjusting actions in relation to others’ actions.
- Talking to others to convey information effectively.
- Understanding written sentences and paragraphs in work related documents.
- Communicating effectively in writing as appropriate for the needs of the audience.
- Being aware of others’ reactions and understanding why they react as they do.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
• Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

• Motivating, developing, and directing people as they work, identifying the best people for the job.

• Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

• Determining how money will be spent to get the work done, and accounting for these expenditures.

(2) The technical and functional knowledge listed below are based on general occupational qualifications for school administrators.

• Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

• Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

• Structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

• Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

• Principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

• Arithmetic, algebra, geometry, calculus, statistics, and their applications.

• Media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
• Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

• Economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

• Human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

• Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

• Computer technology to include the use of hardware and software used to administer educational programs, research and communicate with others.

(3) The technical and functional abilities listed below are based on general occupational qualifications for school administrators.

• Communicate information and ideas in speaking so others will understand.

• Communicate information and ideas in writing so others will understand.

• Read and understand information and ideas presented in writing.

• Listen to and understand information and ideas presented through spoken words and sentences.

• Speak clearly so others can understand you.

• See details at close range (within a few feet of the observer).

• Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

• Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

• Recognize problems and apply general rules to specific problems to produce solutions and answers that make sense.
• Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

• The ability to add, subtract, multiply, or divide quickly and correctly.

(4) The technical and functional task performed by school administrators.

Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.

• Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.

• Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.

• Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.

• Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.

• Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.

• Plan and develop instructional methods and content for educational, vocational, or student activity programs.

• Prepare and submit budget requests and recommendations, or grant proposals to solicit programme funding.

• Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.

• Recommend personnel actions related to programs and services

• Provide leadership, technical expertise and management to other school officials to deliver a quality education system that meets the needs of the students.

• Evaluate curricula, teaching methods, and programs to determine their
effectiveness, efficiency, and utilization, and to ensure that educational activities comply with federal, state, and local regulations.

- Plan, direct, and monitor instructional methods and content of educational programmes.
- Establish operational policies and procedures and make any necessary modifications, based on analysis of operations and other research information.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Plan, administer, and control budgets, maintain financial records, and produce financial reports.
- Collaborate with others to develop and maintain educational standards, develop mission statements, and set performance goals and objectives.
- Participate in committee activities to develop and improve educational programmes.
- Plan and develop education demonstrations, workshops, field trips and special programs and events.
- Supervise staff and volunteers.

David Conley (1996)\textsuperscript{123} found that vision is one of the factors to make a higher educational performance. Schools everywhere want leaders who have visions, and even modest incremental plans are routinely billed as "visions for the 21st century." David Conley (1996)\textsuperscript{124} has found that many school administrators have to improve visions. Conley says that vision exists when people in an organization share an explicit agreement on the values, beliefs, purposes, and goals that should guide their behavior. More simply, he calls it "an internal compass." Thomas Sergiovanni (1994)\textsuperscript{125} characterizes vision as an "educational platform" that incorporates the school's beliefs about the preferred aims, methods, and climate, thereby creating a "community of mind" that establishes behavioral norms. Kathryn Whitaker and Monte Moses (1994)\textsuperscript{126} call it "an inspiring declaration of a compelling dream, accompanied by a clear scenario of how it will be accomplished." A good vision not only has worthy goals, but also challenges and stretches everyone in the school.
Robert Fritz (1996)\footnote{127} says that organizations advance when a clear, widely understood vision creates tension between the real and the ideal, pushing people to work together to reduce the gap. This unifying effect is especially important in school settings known for their "isolationist culture." Because teachers typically regard methodology as a matter of individual preference, empowerment strategies do not quickly lead to school-wide changes in classroom practices (Carol Weiss 1995).\footnote{128}

By contrast, schools with a clear vision have a standard by which teachers can gauge their own efforts. According to one teacher in a school that had recently developed a vision, "People are speaking the same language, they have the same kinds of informal expectations for one another, more common ground" (David Conley and colleagues 1992).\footnote{129}

David Mathews (1996)\footnote{130} sees vision as a way of reconnecting schools to an increasingly alienated public. He says communities no longer see the schools as their schools. A vision that reflects the needs and purposes of the surrounding community not only improves education, it rebuilds the relationship between the school and its public.

Many leaders believe that vision development is a straightforward task of articulating a statement of beliefs and then implementing it. However, some studies suggest that vision is more of an evolutionary process than a one-time event, a process that requires continuous reflection, action, and reevaluation. Wincek, M Jean (1995)\footnote{131} describes a school where the vision faltered because of too little discussion. The experienced and competent staff eagerly jumped into the "nuts and bolts" of implementation without examining whether they interpreted the vision the same way. Thus, they were unprepared for the inevitable disagreements and ambiguities that arose. On the other hand, Conley says that some schools become mired in "analysis paralysis," recycling the same old discussions and hesitating to commit themselves to action. Not every detail and every anxiety can be resolved beforehand, and the vision can be modified as the school learns from experience. Even in schools that are deeply committed to shared vision, administrators remain the key players, both before and after the school adopt a new direction. Creating readiness is crucial. Conley notes that administrators who have already adjusted to new ways of thinking often underestimate the time needed for others to do the same. He says that all participants must have the opportunity to examine their current thinking, develop a rationale for change, and
entertain new models. This can be done by forming study groups, visiting schools or businesses that have already restructured, or collecting data that challenge comfortable assumptions (such as test scores or surveys of community satisfaction).

Robert Starratt (1995)\textsuperscript{132} emphasizes the importance of institutionalizing the vision. No matter how inspiring it sounds on paper, the dream will wither unless it takes concrete form in policies, programs, and procedures. At some point, curriculum, staffing, evaluation, and budget must feel the imprint of the vision, or it will gradually lose credibility.

At the same time, administrators must remain focused on what the vision means in classroom terms. Elmore, F. Richard (1996)\textsuperscript{133} and colleagues, after an in-depth study of restructuring schools, concluded that enthusiasm for new visions does not automatically lead people to see the implications for teaching. They found that it was "extraordinarily difficult" for teachers to attain the deep, systematic knowledge of practice needed to make the vision a reality. Without unrelenting assessment, analysis, and professional development, the vision may remain a glossy facade rather than becoming a vital, living presence in the life of the school.

Above all, school administrators must create a climate and a culture for change. They do this by speaking about the vision often and enthusiastically; by encouraging experiments; by celebrating successes and forgiving failures; and by remaining steadfast in the face of the inevitable problems and missteps. Experience has given advocates of vision a new appreciation for the difficulties involved, removing any illusions about a magic bullet. Yet they remain optimistic about its potential.

In order to accomplish the educational performance, the school administrators have to improve the strategies of leaders. Historically, schools have been run as bureaucracies, emphasizing authority and accountability. Hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out. Terrence Deal and Kent Peterson (1994)\textsuperscript{134} refer to this as "technical leadership," in which the administrator acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst. Hierarchical strategies provide a straightforward, widely accepted way of managing organizations, offering the promise of efficiency, control, and predictable routines. However,
Deal and Peterson also point out that hierarchy Robert Starratt (1995) says school administrators must wear two hats--leader and administrator. As leaders, school administrators nurture the vision that expresses the school's core values; as administrators, they develop the structures and policies that

(1) Leaders should use strategies flexibly.

Thomas Sergiovanni (1994) suggests that organizations, like people, exist at different developmental levels. A school that has traditionally operated with strong top-down decision-making may not be ready to jump into a full-blown facilitative environment.

(2) Leaders should balance short-term and long-term needs.

Miller (1995) cites research suggesting that administrators who act hierarchically can often implement major changes quickly but that shared decision-making, while time-consuming, is more likely to gain teacher acceptance. Conversely, he notes that teachers sometimes tire of shared decision-making and yearn for a responsive administrator who will simply consult them and decide. The leader may have to choose between short-term teacher satisfaction and long-term organizational development.

(3) Strategic choices must serve institutional values.

At times, attractive ideas like empowerment must take a back seat to school goals. One usually democratic administrators says, "My responsibility as an administrators really is to the student, and if I see areas that are ineffective, I've got to say that we're not effective here and that we have got to change" (Blase and colleagues. (1995).

(4) The same action can serve more than one strategy.

Deal and Peterson (1994) urge administrators to develop "bifocal vision" that imbues routine chores with transformational potential. Bus supervision, for example, serves an obvious hierarchical purpose, but it also presents an opportunity for greeting students, establishing visibility, assessing the social climate, and reinforcing key school values.

Liontos, Lynn Balster (1992) suggested the transformation leadership to be one factor for improving the educational performance. The transformational leadership focuses on the importance of teamwork and comprehensive school improvement.
Transformational leadership is contrasted with: (1) instructional leadership, which encompasses hierarchies and leader supervision and usually excludes teacher development; and (2) transactional leadership, which is based on an exchange of services for various kinds of rewards that the leader controls, at least in part.

Instructional leadership encompasses hierarchies and top-down leadership, where the leader is supposed to know the best form of instruction and closely monitors teachers’ and students’ work. One of the problems with this, says Mary Poplin (1992), is that great administrators aren’t always great classroom leaders and vice versa. Another difficulty is that this form of leadership concentrates on the growth of students but rarely looks at the growth of teachers. Since she believes that education now calls on administrators to be “the servants of collective vision,” as well as “editors, cheerleaders, problem solvers, and resource finders,” instructional leadership, she declares, has outlived its usefulness.

Transactional leadership is sometimes called bartering. It is based on an exchange of services (from a teacher, for instance) for various kinds of rewards (such as a salary) that the leader controls, at least in part. Transactional leadership is often viewed as being complementary with transformational leadership. Thomas Sergiovanni (1990) considers transformational leadership a first stage and central to getting day-to-day routines carried out. However, Leithwood (1992) says it doesn’t stimulate improvement. Mitchell and Tucker add that transactional leadership works only when both leaders and followers understand and are in agreement about which tasks are important.

Leithwood (1992) finds that transformational leaders pursue three fundamental goals:

1. Helping staff develop and maintain a collaborative, professional school culture: This means staff members often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs.
(2) Fostering teacher development: One of Leithwood's studies (1992) suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process, Leithwood found, is facilitated when they are strongly committed to a school mission. When leaders give staff a role in solving nonroutine school improvement problems, they should make sure goals are explicit and ambitious but not unrealistic.

(3) Helping teachers solve problems more effectively: Transformational leadership is valued by some, says Leithwood, because it stimulates teachers to engage in new activities and put forth that "extra effort" (see also Hoover and others, Sergiovanni, Sagor). Leithwood found that transformational leaders use practices primarily to help staff members work smarter, not harder. "These leaders shared a genuine belief that their staff members as a group could develop better solutions than the administrator could alone," concludes Leithwood. Sagor, R.D., Leithwood, K. and Jantzi, D., Poplin M. (1992) specific ideas, culled from several sources on transformational leadership as follow:

- Visit each classroom every day; assist in classrooms; encourage teachers to visit one another's classes.

- Involve the whole staff in deliberating on school goals, beliefs, and visions at the beginning of the year.

- Help teachers work smarter by actively seeking different interpretations and checking out assumptions; place individual problems in the larger perspective of the whole school; avoid commitment to preconceived solutions; clarify and summarize at key points during meetings; and keep the group on task but do not impose your own perspective.

- Use action research teams or school improvement teams as a way of sharing power. Give everyone responsibilities and involve staff in governance functions. For those not participating, ask them to be in charge of a committee.

- Find the good things that are happening and publicly recognize the work of staff and students who have contributed to school improvement. Write private notes to teachers expressing appreciation for special efforts.
• Survey the staff often about their wants and needs. Be receptive to teachers’ attitudes and philosophies. Use active listening and show people you truly care about them.

• Let teachers experiment with new ideas. Share and discuss research with them. Propose questions for people to think about.

• Bring workshops to your school where it’s comfortable for staff to participate. Get teachers to share their talents with one another. Give a workshop yourself and share information with staff on conferences that you attend.

• When hiring new staff, let them know you want them actively involved in school decision-making; hire teachers with a commitment to collaboration. Give teachers the option to transfer if they can’t wholly commit themselves to the school’s purposes.

• Have high expectations for teachers and students, but don’t expect 100 percent if you aren’t also willing to give the same. Tell teachers you want them to be the best teachers they possibly can be.

• Use bureaucratic mechanisms to support teachers, such as finding money for a project or providing time for collaborative planning during the workday. Protect teachers from the problems of limited time, excessive paperwork, and demands from other agencies.

• Let teachers know they are responsible for all students, not just their own classes.

Stolp, Stephen (1994) states that successful leaders have learned to view their organizations’ environment in a holistic way. This wide-angle view is what the concept of school culture offers school administrators. It gives them a broader framework for understanding difficult problems and complex relationships within the school. By deepening their understanding of school culture, these leaders will be better equipped to shape the values, beliefs, and attitudes necessary to promote a stable and nurturing learning environment.

School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community. Researchers have
compiled some impressive evidence on school culture. Healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction.

Leslie J. Fyans, Jr. and Martin L. Maehr (1990) looked at the effects of five dimensions of school culture: academic challenges, comparative achievement, recognition for achievement, school community, and perception of school goals. It was found that students performance or achievement are more motivated to learn in schools with strong cultures. School culture also correlates with teachers' attitudes toward their work. The most effective change in school culture happens when administrators, teachers, and students model the values and beliefs important to the institution. A administrator who acts with care and concern for others is more likely to develop a school culture with similar values. Likewise, the administrator who has little time for others places an implicit stamp of approval on selfish behaviours and attitudes. Besides modeling, Deal and Peterson (1990) suggest that administrators should work to develop shared visions, values, beliefs, hire compatible staff, face conflict rather than avoid it, and use story-telling to illustrate shared values. Administrators must nurture the traditions, ceremonies, rituals, and symbols that already express and reinforce positive school culture.

Greenfield (1991) notes that school administrators face a unique set of ethical demands. Schools are moral institutions, designed to promote social norms, and administrators are moral agents who must often make decisions that favor one moral value over another. Moreover, although schools are dedicated to the well-being of students have virtually no voice in what happens there. For all these reasons, the administrator's conduct "must be deliberately moral."

Leader's moral duty expresses itself not only in the obvious day-to-day ethical dilemmas, but in the mundane policies and structures that may have hidden ethical implications. Robert Starratt (1991) notes that every social arrangement benefits some people at the expense of others; simply to assume that schools embody desirable standards is "ethically naive, if not culpable." Thus, the administrator must not only behave responsibly as an individual, but must create an ethical institution for the better educational performance.
The following are the guidelines to resolve ethical dilemmas.

(1) **Leaders should have and be willing to act on a definite sense of ethical standards.** Starratt (1991)\(^{154}\) argues that a fully informed ethical consciousness will contain themes of caring; justice and critique.

(2) **Leaders can examine dilemmas from different perspectives.** Kidder (1995)\(^{155}\) describes three. One is to anticipate the consequences of each choice and attempt to identify who will be affected, and in what ways. Another approach uses moral rules, assuming that the world would be a better place if people always followed certain widely accepted standards (such as telling the truth). A third perspective emphasizes caring.

(3) **Leaders can often reframe ethical issues.** Kidder (1995)\(^{156}\) claims that many apparent dilemmas are actually "trilemmas," offering a third path that avoids the either-or thinking. For example, faced with a parent who objects to a particular homework assignment on religious grounds, a administrator may be able to negotiate an alternative assignment, thereby preserving academic integrity without trampling on parental rights.

(4) **Leaders should have the habit of conscious reflection, wherever it may lead them.**

By their nature, most schools do not encourage discussion of ethical issues and time is always at a premium. One means of raising ethical awareness is to form an ethics committee. Such committees would not make formal rulings, but would raise awareness of ethical issues, formulate ethical codes, and advise educators grappling with ethical dilemmas (Betty Sichel 1993).\(^{157}\)

Thomas Sergiovanni (1992)\(^{158}\) says that truly effective schools are those with a shared covenant clearly articulating the school's core values and providing a standard by which actions will be judged. School administrators must not only take the lead in formulating the covenant but actively support and enforce it. When a vital standard is ignored, administrators should "lead by outrage." Students of ethics are unanimous on one point: moral leadership begins with moral leaders. Howard Gardner (1995)\(^{159}\) says of great leaders that they embody the message they advocate; they teach, not just through words, but through actions. Ethical behaviour is not something that can be held in reserve for momentous issues; it must be a constant companion.
McLean, James E. (1995) contends that implementation of a complete programme of data collection and use can lead to the improvement of education performance as has no other educational innovation of the last century. Traditionally, data collected in schools have been used to assess student performance. But with the growing decentralization of power, administrators are more likely to rely on data to help them make better choices and uncover better ways of serving students and the community. Administrators routinely evaluate reading, writing, and math achievement, but they rarely assess management skills, individual learning styles, or other elements that may affect educational performance. Most researchers suggest that a logical first step in using data is to begin making better use of existing data. A systematic analysis of data that are already being collected can reveal previously unseen patterns and opportunities for improvement. More inventive data sources require greater efforts to collect and interpret them. Outside resources can support efforts to collect and analyze data effectively.

Scott, James J.(1987) mentioned that a growing number of educators are focusing their efforts on improving the educational performance. In place of the typical school's norms and practices that isolate teachers from one another, some schools are initiating new norms and practices that encourage teachers to cooperate with one another and with administrators on school improvement. The primary goal of these "collaborative schools" is effective teaching and learning; other objectives are that teachers will be accorded respect as professionals and that staff harmony will increase. School administrators can promote collaboration by such simple expedients as involving faculty members in setting the agenda for faculty meetings, giving faculty committees a meaningful role in matters of curriculum and instruction, and helping teachers to coordinate their schedules so that they have time to observe each other teach and provide each other with feedback on their observations.

Although formal structures and strategies can facilitate collaboration, collaboration ultimately depends on the development of norms of cooperation among the school's personnel. In this area the administrator can lead by example. When teachers see the administrator actively seeking their help and helping them to improve in their profession, they
are likely to work with one another to improve their teaching. Because the administrator plays such a crucial role in promoting norms of collaboration, he or she must actually exercise stronger leadership than would be necessary where norms of isolation prevail. A number of studies have shown that administrators in collaborative schools are more successfully in educational performance than are administrators in schools where teachers traditionally are isolated in their classrooms. School administrators can encourage collaboration by providing individual schools with the resources in time and money needed for collaborative activities. School administrators cannot expect to successfully educational performance without the impose collaboration on a school. Because collaboration is likely to work only when the administrator and a significant number of teachers at a school become convinced that it will actually lead to improved educational performance.

The school administrators who want to increase the effectiveness of educational performance should focus on communication. A first step is to recognize that listening is the skill most essential to effective communication. Gemmet (1997) advises that the skills of effective communicators include asking questions, giving constructive feedback, paraphrasing, checking perceptions and describing behaviour.

"Asking questions" is an excellent way to initiate communication because it shows the attention and interested response. Susan Glaser and Anthony Biglan (1977) suggest the following: ask open-ended questions, ask focused questions that aren't too broad, and ask for additional details, examples, impressions.

"Giving Feedback" When giving feedback, say Charles Jung and associates (1973), it is useful to describe observed behaviors, as well as the reactions they caused. They offer these guidelines: the receiver should be ready to receive feedback; comments should describe, rather than interpret; feedback should focus on recent events or actions that can be changed, but should not be used to try to force people to change. One especially important kind of feedback for administrators is letting staff members know how well they are doing their jobs. Effective school administrators give plenty of timely positive feedback. They give negative feedback privately, without anger or personal attack, and they accept criticism without becoming defensive.
"Paraphrasing" Charles Jung and his colleagues (1973) stress that the real purpose of paraphrasing is not to clarify what the other person actually meant, but to show what it meant to you. This may mean restating the original statement in more specific terms, using an example, or restating it in more general terms.

"Perception Checking" is an effort to understand the feelings behind the words. One method is simply to describe your impressions of another person's feelings at a given time, avoiding any expression of approval or disapproval.

"Describing Behavior" useful behaviour description, according to Jung and his associates (1973), reports specific, observable actions without value judgments, and without making accusations or generalizations about motives, attitudes, or personality traits.

Vision, humor, accessibility, team-building skills, and genuine praise all can help to create a positive emotional climate.

"Vision" - Allan Vann (1994) notes that administrators earn staff respect by articulating a clear vision of their school's mission, and working collegially to accomplish agreed-on goals and objectives. This process should begin before school starts, and be reinforced throughout the school year.

"Removing Barriers" - Communication barriers can deplete team energy and isolate individuals who may then proceed on the basis of faulty assumptions. Meetings and various in-house communiqués, combined with private discussions, can remove interpersonal barriers before they become larger problems.

"Giving Praise" - Communication experts recommend using sincere praise whenever possible to create a more constructive atmosphere. An indirect way of giving praise is through telling others stories about people at your school who are doing remarkable things.

"Being Accessible" - It is important to be available and welcome personal contact with others. Informal meetings are as important as formal ones. Ask people about their families and call them by their first names. An administrator who takes the time to get to know the staff will be able to identify, develop, and make best use of each staff member's capabilities.
"Building Teamwork" - When schools move toward site-based management, open communication becomes even more essential. A sense of teamwork can be nurtured through an earnest effort to help each staff member achieve his or her potential.

"Using Humor" - Various researchers indicate humor is the seventh sense necessary for effective school leadership. Results of a study by Patricia Pierson and Paul Bredeson (1993) suggest that administrators use humor for four major purposes: creating and improving school climate; relating to teachers the administrator’s understanding of the complexities and demands of their professional work life; breaking down the rigidity of bureaucratic structures by humanizing and personalizing interpersonal communications; and when appropriate, delivering sanctions and other necessary unpleasantries.

A good deal of evidence now suggests that a strong sense of community in schools has benefit for both staff members and students, while providing a necessary foundation for improvement of educational performance. Mendel, Phillip Charles (1987) said that there is increasingly serious attention to the quality of the relationships that exist among staff members and students in schools. Therefore, one of the important roles of school administrators is to develop the skills of school personnel on a sense of community. Miller, William (1981) argue that training programmes should be provided to help school personnel understand the benefits of community and to supply them with pedagogical tools and other capabilities needed to foster it.

William Godolphin (2009) shared decision making (SDM) is a process of making educational decisions in a collaborative manner at the school level. The purpose of SDM is to improve the educational performance i.e. school effectiveness and student learning by increasing staff commitment and ensuring that schools are more responsive to the needs of their students and community. The school administration plays a critical role in establishing and maintaining SDM. Allen, Lew and Carl D. Glickman (1992) describes the administrator's new role as an organizer, adviser, and consensus builder, who takes advantage of the group's thinking. Others emphasize the facilitative aspects, such as finding space and time for staff to meet, helping groups work effectively together, and minimizing distractions and obstacles for SDM participants. The administrator helps a school become
ready for SDM by promoting a noncompetitive, trusting climate, creating opportunities for staff to express ideas, and placing a priority on professional development.

According organization theories, school that dedicate themselves to systematic, collaborative problem-solving can continually develop and implement new ideas becoming learning organizations. Kenneth Leithwood and colleagues (1995) define a learning organization as a group of people pursuing common purposes with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes. Creating a learning organization requires a deep rethinking of the leader's role. Scholl administrator must see themselves as 'learning leaders' responsible for helping schools develop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision (Lashway (1997), Leithwood and colleagues (1995), Lipton and Melamede (1997). The vision provides focus, generating questions that apply to everyone in the organization. Learning becomes a collaborative, goal-oriented task rather than a generalized desire to 'stay current.'

At a more mundane level, leaders must tend to the organizational structures that support continuous learning, squeezing time out of a busy schedule, collecting and disseminating information that accurately tracks the educational performance, and creating forms of governance that support collective inquiry. Perhaps most important, leaders must view their organizations as learning communities, for faculty as well as students. This requires casting educational improvement in terms of hypotheses to be tested rather than solutions to be handed out, attacking the barriers to collaboration, and making decisions democratically rather than bureaucratically (Joyce and Calhoun. 1996). When the spirit of inquiry permeates the daily routine, schools are on their way to becoming true learning organizations.

From the literature mentioned above, it can be said that roles of administrators in improving educational performance is a set of administrative behaviours, rights and obligations as conceptualized of performing in educational management by primary school administrators in increasing and successfully or accomplishment of educational performance to a more desirable and excellent quality i.e. students’ achievement. Roles of administrators
in improving educational performance refer to four aspects of roles for improving the educational performance i.e.

(1) Improving in building and environment means the roles of school administrator in improving school building and school environment i.e. sufficient comfortable building for teaching and learning process, the lower density of class size, adequate space for school personnel interaction, adequate natural lighting in the classroom, clean and sanitary in school building, noise control, suitable temperature, sufficient technologies and learning materials, safety and security school area, healthy environment (complete physical, mental and social well-being), efficient using energy and water, and reduction of waste and pollution.

(2) Improving in instructional leadership means the roles of school administrator in improving instruction performance, instructional goals to achieve high expectation of certain standards, instructional administration, curriculum development, lesson plans, teaching and learning process, effective pedagogical strategies, modeling behaviour of learning, supervision, action research for improving students’ performance, educational philosophies, technical skills on instructional goal setting and instructional progress, career counseling programme, collaborative grouping of teachers for professional development, valuation of standards, and instructional assessment.

(3) Improving in system of educational administration means the roles of school administrator in improving policies and goals of educational performance to ensure the national and local academic standards, school finances, system of educational administration, leadership style, establishment of school culture, and community relations.

(4) Improving in professional development means the roles of school administrator in improving school personnel to have new technologies and knowledge in everyday experience with proficiency constantly and continuously until the end of their professions, cooperate in the planning and arrange diverse experience training which vary according to the character of the teachers, develop technical and functional skills on general occupational qualifications of school staffs, develop technical and functional knowledge, develop technical and functional abilities, technical and functional task performance, and development of human relations and collaboration.
2.5 REVIEW OF THE PAST STUDIES

2.5.1 Introduction

Every research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the past studies. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. It can be said that there is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant, not will it appear important in the whole framework. Thus, review of literature is a very important aspect of any research both for planning your work as well as to show its relevance and significance.

2.5.2 Importance of review of the past studies

Before examining how to conduct a literature review, one must first understand the place of the review in research. Leedy and Ormrod. (2005: 4) mentioned two critical considerations stem about the review of past studies:

(1) Research must enhance the current understanding of a phenomenon, or contribute to enhance the body of knowledge.

(2) Research must communicate what was discovered in the new study.

Knowing the current status of the body of knowledge in the given research field is an essential first step for any research project.

An effective literature review accomplishes this step by:

(1) Helping the researcher to understand the existing body of knowledge including where excess research exists (i.e. what is already know?) and where new research is needed (i.e. what is needed to be known?).

(2) Providing a solid theoretical foundation for the proposed study (related to “what is already known?”).
(3) Substantiating the presence of the research problem (related to “what is needed to be known?”).

(4) Justifying the proposed study as one that contributes something new to the body of knowledge.

(5) Framing the valid research methodologies, approach, goals, and research questions for the proposed study.

Kumar, V. (2009) states that a large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that the researches are not repeating the work that someone has already done earlier. Sometimes, if the research has already been undertaken earlier, then it provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, the work may be exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seen if the results are similar to earlier works.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when the researcher is looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of your research project.

It can be summarized that review of the related literature is necessary to show the available evidence to solve the problem adequately and thus the risk of duplication can also be avoided. It provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general
scholarship of the researcher. Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. Thus review of literature is a very important part of one's research.

2.5.3 The past research studies related to the roles of administrators in improving the educational performance

This chapter has presented ten past researches related to the roles of administrators in improving the educational performance of primary schools in Thailand and in different countries.

Study 1: A Study of School Administrators Roles in Improving Student Centered Learning Process Reform (Prasert Krobkaew: 2004)

Objective of the study
The objectives of this research were to find:

(1) The level of school administrators' roles in improving student centered learning process reform.

(2) The problems and needs of school administrators and teachers in Improving student centered learning process reform.

Variables of the study
(1) Independent variable
   Type of school

(2) Dependent variable
   The school administrators’ roles in improving student centered learning process reform

Sample of the study
Sample of this study consisted of 22 school administrators, 45 teachers, and 67 people in community.

Procedure
The survey research method was used for the study. Teachers were responded a scale to measure school administrators' roles in improving student centered learning process reform. Hypotheses are tested using the statistical analysis i.e. frequency, percentage, mean
(\bar{X})$, standard deviation (S.D.) and content analysis.

**Tools used in the study**

The scale to measure school administrators’ roles in improving student centered learning process reform was the tool used in the study. It was consisted of 65 statements covered seven aspects of the school administrators’ roles in improving student centered learning process reform i.e. management of learning process, personnel developments, teaching learning media and learning sources, cooperation establishment with community, evaluation of learning, construction and development of curriculum, and researches for learning developments. The tool was test for its validity, discrimination and reliability which was satisfactory.

**Major Findings**

The major findings showed that:

1. The roles of school administrators in improving student centered learning process reform as whole were at a high level, and as an individual aspect was at a high level, ranging from the management of learning process, personnel developments, teaching learning media and learning sources, cooperation establishment with community, evaluation of learning, construction and development of curriculum, and researches for learning developments.

2. The problem of school administrators and teachers in regard to the improving of student centered learning process reform were that the school lacked teachers. The school was in lack of teaching and learning media and learning resources. They had insufficient cooperation with the communities. Only part of the school administrators and teachers had knowledge, experiences, and skills in teaching and learning process management, learning assessment and evaluation, construction and development of curriculum, researches for learning development, and personnel development. There was also not enough supervision. It was found in terms of needs improving of student centered learning process reform that the schools needed sufficient and proper teachers, teaching and learning media and learning resources, strenuous supervisions and follow ups. They also needed more community cooperation so that the improving of student centered learning process reform could become successful in accordance with the purposes of the educational reform.

Objectives of the study

The purpose of the research was to study the changing nature of the role of principals following the introduction of local school management (Partnerships 21) in South Australia.

Variables

The dependent variable of the study was the changing nature of the role of principals following the introduction of local school management (Partnerships 21) in South Australia with regard to their roles in several areas namely; instructional leadership, teachers’ professional development, teacher selection, staff supervision, supervision of students, decision making, budgeting and school finances, curriculum, school council and the parents of the students and major challenges of the principal’s role.

Sample of the study

Four respondents from four public schools in South Australia, two in metropolitan and two in rural areas, with two males and two females, were chosen to represent a population of principals. The participants, the school sites and the detailed information provided in the interviews remained confidential and anonymous as had been stated in the letter of introduction from the researcher’s supervisor to the four school principals. The researcher also informed the interviewees that their names would not be revealed in the report of the study as had been stated in their confidentiality agreement. Anonymous names are used in this report for the school principals; namely, Principal A, Principal B, Principal C and Principal D.

Procedure

This study was designed using the descriptive method based on a case study approach. The technique for the data collection in this study is through in-depth interviews with selected principals in South Australia with regard to the changing nature of the role of school principals in primary and junior secondary schools following the introduction of local school management (Partnerships 21). It was decided in this initial study to conduct the interviews with only four school principals in order to examine the information available in
considerable detail. It was thought that the analysis of information provided by a larger number of respondents would be both very time consuming and complex, and as a consequence much of the detail of interest would be lost in the report prepared.

**Tool used in the study**

This study of the changing nature of the role of the principal is driven by the following research questions. These ten research questions formed the conceptual framework for the study. The conceptual framework was built from a review of literature and the research findings in related fields.

1. Has the role of the principal changed with respect to instructional leadership?
2. Has the specific role of the principal in relation to teachers’ professional development changed?
3. Has the role of the principal changed in relation to teacher selection?
4. Has the role of the principal changed with respect to staff supervision?
5. Has the principal’s role changed with respect to the supervision of the students in the school?
6. Has the role of the principal changed with respect to decision making?
7. Has the role of the principal changed with respect to budgeting and school finances?
8. Has the nature of the principal’s role changed with respect to the curriculum?
9. Has the role of the principal changed in relation to the school council and to the parents of the students?
10. If the principal’s role has changed, what are the major challenges in the implementation of the principal’s new role?

**Major findings**

The findings from the study were categorized within each of the ten aspects of the conceptual framework that was identified as being likely to change following the introduction of Partnerships 21. The ten themes addressed were:

(1) **Instructional leadership**
With regard to role change in Partnerships 21, Principal A noted that the role of school principal had changed in terms of the availability of funding and resource flexibility so that the school principal could seek new ideas and innovations in delivering education and exercising leadership. This could be done simply because, under Partnerships 21, the government provided schools with ‘bucket of money’ to support the programs and activities that the school implemented. In contrast, Principal B believed that instructional leadership still remained a main part of the principal’s role. There were not any shifts in a principal’s role in instructional leadership under Partnerships 21 but the role has not changed in terms of the instructional leadership; that is a major part of the role of school principal. Moreover, Principal C argued believes that the focus has always been on being an instructional leader. Similarly, Principal D acknowledged that the role of principal as instructional leader was still bound to issues in relation to teaching and learning. Under Partnerships 21, a school principal received a greater amount of money and the school had resource flexibility and was able to utilize its resources to facilitate the professional growth of teachers with regard to instructional processes. However, the role of school principal in relation to instructional leadership under Partnerships 21 remained the same as prior to Partnerships 21 where a school leader had also focused on teaching and learning in the classroom, provided curricula and ensured that the learning needs of the students were met. Thus the nature of a principal’s role had in instructional leadership had not changed greatly following the introduction of Partnerships 21.

(2) Teachers’ professional development

With respect to role change in professional development in Partnerships 21, Principal B argued that supporting and developing teachers’ knowledge through the training and development of teachers had become a part of a principal’s role prior to Partnerships 21. Moreover, Principal D argued that the change was “not directly as a result of Partnerships 21; it’s more a response to lack of government funding for teachers’ professional development in the first place”. In addition, Principal C was concerned with providing training and development for teachers and that task was part of the responsibility role. Principal C commented that there more responsible for ensuring staff have the appropriate training and development and that they get the training and development they need so we’re always responsible for that. In contrast, Principal A stated that under Partnerships 21 the school
received a greater amount of money and he could utilize that money for searching for creative and innovative ways for undertaking professional development. The main idea in professional development under Partnerships 21 was the school principal could support many professional developments activities that just could not be done previously. The principals’ role in teachers’ professional development remained largely unchanged as following the introduction of Partnerships 21. However, a principal could develop greater innovation and creativity in seeking new ideas and a new vision of conducting professional development through a greater flexibility in government funding. A principal could encourage teachers to undertake professional development in many different forms such as seminars, conferences, classroom observation, action research and workshops to increase their learning and teaching skills.

(3) Teacher selection and supervision

With respect to Partnerships 21 in the selection of teachers, Principal B noted that there have been any real gains in terms of quality of staff. Similarly, Principal D commented that the role of the school principal with regard to teacher selection had not changed. Most of the staff coming to this school come as contract teachers first of all and, if they like it and want to be here, they apply for a school choice vacancy and get permanency”. Moreover, Principal A admitted that the role of school principal with respect to staff selection had changed. There was the attempt to increase the amount of selection that principals had in their staff. He further argued that under Partnerships 21, the Department of Education, Training and Employment had increased the selection of staff. However, because Partnerships 21 had been stopped, the amount of staff selection remained little. He noted: “Partnerships 21 has now been stopped, the processes, the industrial processes that are [exist] now, mean that our schools have very little selection any more, virtually none”. The principal’s role in teacher selection under Partnerships 21 was a major issue that principals faced and in which they had little or no voice in the selection of new teachers because it was determined centrally. The role of principal had not changed following the introduction of Partnerships 21. However, a principal had some voice with regard to the selection processes for new staff particularly for leadership positions such as coordinators, assistant principals and deputy principals. Moreover, a principal also had a voice with respect to the selection of contract teachers.

(4) Staff supervision
With respect to role change in staff supervision under Partnerships 21, Principal D noted some changes. The role of Principal D was to ensure that teachers not only engaged in learning and teaching in classrooms but also, from a broader perspective, ensured that teachers monitored and supervised students with respect to their educational development. In contrast, Principal B noted that the role of school principal with respect to supervision of staff has not changed. He noted that in relation to staff supervision, “the processes that were run prior to Partnerships 21 continue today so that has not changed”. Moreover, Principal A commented that there have not been any changes with respect to staff supervision. She concurred: “I think a lot of what we did about staff supervision has been in place for a long time”. Similarly, Principal C acknowledged that there has not been a real change in staff supervision in relation to Partnerships 21. The only change occurred in a philosophical sense and related to accountability. It’s a change in general philosophy [about] being much more focused and accountable anyway and Partnerships 21 has been a part of a bigger accountability move I believe, so now we are more focused and expecting outcomes from our people in terms of performance management but Partnerships 21 doesn’t do it alone. The role of the principal in staff supervision was unchanged following the introduction of Partnerships 21. A principal supervised staff in terms of giving assistance in dealing with the classroom teaching, providing teachers’ learning needs and visiting classrooms. These activities aimed to monitor the progress and the development of classroom teaching. Meaningful and constructive feedback would be given either for poor or good performances that were shown by classroom teachers.

(5) Supervision of students in the school

With respect to role change in the supervision of students under Partnerships 21, the principal’s role had not changed. Principal B noted: “Supervising students is one of the key parts of the role and that’s not changed because of Partnerships 21; that’s remained the same”. Similarly, Principal C argued that supervision of students within the school was part of the principal’s role and “in terms of Partnerships 21 it hasn’t made a lot of difference”. Moreover, Principal D noted that there is no change with respect to students’ supervision under Partnerships 21 “because Partnerships 21 is about financial management and that’s quite remote from the work that we do with students”. Similarly, Principal A admitted that Partnerships 21 had no relationship with the supervision of students. He commented:
Partnerships 21 had very little direct impact on students. It has on programs but not on students. The role of the principal in the supervision of students in the school under Partnerships 21 had not changed. However, Partnerships 21 had brought new ideas and insights of conducting staff supervision in the school. For example, students who were involved in the students’ representative body undertook training in leadership and participated in determining the programs and activities that were run by the school.

(6) Decision making process

With respect to role change in decision making in Partnerships 21, Principal B noted: that it always been very open in decision making processes and have always tried to be highly inclusive of all the groups within the school”. Similarly, Principal D commented that the role of the school with respect to decision-making had not changed. Principal A noted that it has with some issues about staffing and it certainly has with respect to parents and decision making but probably not within the school In contrast, Principal C commented that the role of school principal with respect to decision-making had changed, particularly decision making with regard to budgeting and financial issues. Every decision that had to be made with respect to money spent had to be consulted with staff, the parents of students, students and the school council. The principal’s role in decision making had changed under Partnerships 21 in which the school principal exercised more democratic and open door decision making processes that involved all the elements of the school community and the community as a whole. Teachers were not only the party who were involved in the decision making process, but non-teaching staff, namely, ancillary staff, who were also members of the school community; therefore they also had the right to be involved in decision making processes.

(7) Budgeting and school finances

In relation to role change in budgeting and school finances under Partnerships 21, the role of school principal had changed particularly with regard to the training needs of staff with respect to this issue. Principal B admitted that he had quite an amount of training and development in terms of understanding the budgetary process and
the accounting system. Principal A admitted that the school had responsibility for monitoring and for the operation of the whole budget. Principal A acknowledged that in the past the school was funded by the parents of the students, but under Partnerships 21 the school would receive a global budget that covered all the expenditure that the school had, including teachers’ salaries and facilities. There were great changes in the principal’s role in school budgeting under Partnerships 21. The principals focused their role both on leadership and administration as well as taking responsibility for management. There was a great shift in the management of the school under Partnerships 21 with regard school budgeting and finances in which the school received a global budget and had greater flexibility due to the particular conditions that the school faced.

(8) Curriculum

With regard to role changes in curriculum, Principal D noted that under Partnerships 21 the role of the school principal had not changed. However, each principal had some flexibility in delivering the curriculum and this depended on the creativity of the classrooms teachers, because they were the persons who understood and knew well the learning needs of their students. For instance, the classroom teacher, in collaboration with the governing council and school principal, developed a curriculum that addressed recent issues that were being faced by the young people such as drug addiction and sex education.

(9) School council and the parents of the students

In relation to role change in Partnerships 21, Principal B noted that the role of school principal had changed with regard to the school council and the parents of the students. He commented that the role changed in terms of greater empowerment for parents. He noted that governing council would be more empowering for parents in terms of strengthening their role with the school community”. Principal C argued that under Partnerships 21, there is a stronger emphasis on making sure that they’re involved, and that they’re involved at policy level and a big picture level and influence the strategic directions of the school than there was under the previous model. Moreover, Principal A acknowledged that there was a wider role played by the school council and the parents of the students with regard to establishing school policy and strategic direction. Principal D also highlighted that there had been changes with respect to the role of the school principal in relation to the
school council and the parents of the students. There was a greater role for parents, particularly Aboriginal parents, to be involved in the governing council. The role of principal with regard to the school council and the parents of the students has changed greatly under Partnerships 21 and the school council is now involved in shaping the policy of the school, providing policy direction and in policy development. Principals together with the governing council develop a new curriculum that is in line with students’ needs. They played a major role in overseeing monitoring the school budgeting and finances; and they are involved in every part of the decision making within the school.

(10) Major challenges of the principal’s role

Principal A believed that the workload of the school principal following the introduction of local school management had increased. It is obvious from this study that there have not been great changes in the role of the school principal in primary and junior secondary schools following the introduction of local school management (Partnerships 21) in South Australia. Moreover, school principals have many different levels of expectation, particularly expectations from students, parents, and community toward the schooling provided. In addition, the role of the school principal has also increased in association with their new emerging role in working with the governing council and the parents of the students and in relation to decision-making and school budgeting and finances.


Objectives of the study

The enactment of the No Child Left Behind (NCLB) Act of 2001 recognized a national desire to improve K-12 education. Implementation of NCLB became a challenge for rural administrations due to administrative and teacher issues, geographic isolation, and student subgroups. In this multi-case study, the principals’ roles, perceptions and practices in improving the rural Kansas elementary schools receiving the Standard of Excellence Award was investigated.

Variables of the study
The dependent variable was the principals’ roles, perceptions and practices in improving the rural Kansas elementary schools receiving the Standard of Excellence Award was investigated.

Sample of the study
Ten principals of successful rural elementary schools receiving the Standard of Excellence Award in Kansas City including groups of lead teachers and superintendents were the sample of the study.

Procedure
Case study was the research procedure. Depth interviews, documents for contextual purpose, and a focus group of the participants’ (principals, lead teachers, and superintendents) insights in roles, perceptions and practice of the successful rural administrators were used to collect the data.

Tool used in the study
(1) Depth interview form regarding the principals’ roles, perceptions and practice in improving the rural Kansas Elementary Schools receiving the Standard of Excellence Award

(2) The form for data collection of the focus group of the participants’ (principals, lead teachers, and superintendents) insights in roles, perceptions and practice of the successful rural administrators.

Major findings
The findings suggested that there are key perceived strategies that successful rural administrators employ. These findings are reported with respect to the following topics: perceptions of strategies unique to the rural setting (with sub-categories of programmes, parent expectations, processes, relationships, and schools serving as unofficial social service agencies); school survival; and expanded community role model. Future recommended research topics include investigation about how principals (and schools) serve as unofficial social service agencies in the rural setting; the issue of the principal's role in the school's survival in the rural setting; how a sense of spirituality leads principals in the rural school setting; the rural principals’ actual behaviours in the school setting; and the differences between rural and urban principals.

Objectives of the study

This study was conducted to determine the roles of school administrators in improving of human resource management in private schools in Bangkok Metropolitan Area.

Variables of the study

(1) Independent variables

• Gender i.e. Male and female
• Age i.e. 20-30 years, 31-40 years, 41-50 years, and 51-60 years
• Educational qualification i.e. Graduate and post graduate
• Experience i.e. 01-10 years, 11-20 years, 21-30 years, and 31-40 years

(2) Dependent variable

The roles of school administrators in improving of human resource management in private schools in Bangkok Metropolitan Area.

Sample of the study

378 teachers working in private schools in Bangkok Metropolitan Area classified by gender, age, educational qualification, and experience were the sample of the study.

Procedure

The actual roles and the expected roles of school administrators were determined and compared by survey method. The statistical methodologies employed for interpretation of data were means, standard deviations, and t-test.

Tool used in the study

The scale to measure the roles of school administrators in improving of human resource management in private schools in Bangkok Metropolitan Area was used for the data collection.

Major findings

The results of the study portrayed high-rated actual roles of school administrators in improving of human resource management and highest-rated expected roles of school administrators in human resource management. Comparison of the actual roles and
expected roles of school administrators in improving of human resource management resulted in statistically significant differences among teachers. Comparison of the actual roles of school administrators in human resource management by teachers yielded the not significant differences among teachers classified by gender and educational background, while the results showed that there were statistically significant differences among teachers classified by age, educational qualification and experience in the actual roles of school administrators in improving of human resource management, especially in human resource planning, induction and placement, and personnel development.


**Objectives of the study**

The purpose of this study is to suggest administrative, leadership strategies and behaviors that school leaders may use to positively affect the academic achievement of African American elementary students.

**Variable of the study**

The dependent variable of the study was the role of educational leaders in the Academic Performance of African American students.

**Sample of the study**

This research is a qualitative case study. A qualitative case study was used to allow for an understanding of the role that K-8 principals played in improving the academic performance of African American students and how school leaders impacted the academic achievement of African American students. Three principals of three urban schools in Southwest Ohio are the sample of the study.

**Procedure**

Qualitative case study was used to be the procedure of the study. Qualitative inquiry is particularly oriented toward exploration, discovery, and inductive logic. Inductive analysis begins with specific observations and builds towards general patterns. Categories or dimensions of analysis emerge from open-ended observations as the inquirer comes to understand patterns that exist in the phenomenon, being investigated. In order to focus and shape the study, data analysis was done simultaneously with data collection. The researcher
listened to each taped interview, observed the principal’s work, and read field notes. After the interview’s transcriptions and continuous building observations, the data was analyzed in terms of content analysis, identifying, coding, categorizing, classifying, and labeling.

Data analysis involves organizing what the researcher have seen, heard, and read. Working with the data, the researcher describes, create explanations, pose hypotheses, develop theories, and link to other stories.

**Tool used in the study**

This qualitative research depends on a variety of methods for gathering data. The use of multiple data-collection methods contributes to the trustworthiness of the data. The practice of relying on multiple methods is commonly called triangulation. Triangulation was achieved by using three data-gathering techniques to conduct this qualitative study: participant observation, interviewing and documents collection:

1. **Participant observation.** To better understand how principals made sense of African American student performance, not only interviewed the principals, but also spent time with each of them in their buildings. The researcher observed breakfast, lunch and playground procedures. How the principals dealt with parents, students, support staffs and others, how they started and ended the school day, and how they had to deal with issues of not having enough people to staff their buildings. The researcher observed principals involvement/engagement with their students, staffs and parents, how principals prepared their staffs, students and volunteers for the Ohio Achievement Test. One principal had a separate board and the researcher observed how this principal worked with her board. This strategy, participant observation, allowed for the creation of an in-depth case study and the development of a relationship based on trust and rapport.

2. **Interviews.** Through the use of semi-structured interviews, with a set of questions to prompt discussion and ensure consistency, the researcher explored each administrator’s understanding and experience with African American student performance. One very extensive interview was conducted with each of the three principals. These extensive interviews were conducted during inter-session and no children or staffs were in the buildings. The very extensive interviews increased the legitimacy of the interviews. It should be noted that tapes, transcripts, field notes and drafts were shared with the research participants. This strategy, member checking, allowed for the sharing of interview transcripts,
notes, and drafts with the research participants to make sure that each participant was represented accurately. It should also be noted that these tapes, transcripts, field notes, and drafts were stored in a locked file cabinet.

(3). Document Collection. The researcher collected any bulletins, e-mails, newsletters, documents, memos and any other artifacts that were related to African American student performance. This allowed me to gain a sense of how the principals conceptualized African American student performance. In addition, quantitative data was explored to examine African American student performance. This data consisted of the State Report Card data, building data and Achievement Test scores.

Major findings

This study was designed to give a voice to K-8 principals concerning how their work impacted the academic achievement of African American students. This research explored principals’ work through a case study approach. By examining how school leaders impacted the academic achievement of African American students a more holistic view can be constructed. Three qualities shared by some African American principals in predominantly African American schools. There are commitments to the education of all students; confidence in the ability of all students to do well; a compassion for, and understanding of, all students and the communities in which they lived. Utilizing the principals’ voices in this study allowed for the discovery of the principals’ perspective. Rich, thick descriptive data were provided to help the reader understand the findings derived from emergent themes.

(1) It was found that the principals were willing to share their thoughts and opinions about how their work and role impacted the academic achievement of African American students. They were very articulate, energetic, encouraging and extremely positive about African American students and their academic performance. The local district was unable to convince the community of their financial needs. All resources from the local district to the schools were greatly reduced. The principals had to eliminate or greatly reduce programmes that were supportive of their buildings’ goals, i.e., student’s support services and staff development. The principals had to make hard decisions about curriculum materials. They had to lose valued staff members through a reduction in force policy. Principals had to deal with the results of larger class sizes and the erosion of teachers’
morale. Through all of this educational mayhem, the principals accepted no excuses and were determined that each student received the most appropriate education that would result in achieving academically.

Each principal spoke about his/her desire to select his/her own staff, “identified four qualities exhibited by principals in effective schools. These include (a) developing goals; (b) harnessing energy; (c) facilitating communication; and (d) managing instruction, which incorporates teacher supervision, curriculum development, and achievement evaluation”. The principals had no control over who worked within their buildings. The district made decisions without any regards to the needs of each building or students within the buildings. Each principal had to maneuver the curriculum and the needs of their building amongst an often hostile staff. Each principal wanted staff that had high expectations of students and staff that believed that their students were capable and able to achieve academic success. The principals were willing to guarantee the district that they could positively impact academic achievement with the right staff. With each principal’s current staff, the principals were not willing to guarantee anything and they were very much aware of the importance of improving academic achievement. Although the principals felt that their efforts were positive and worth the struggle, without a positive and supportive staff African American student achievement could not be impacted at the levels that reflected positively on the each school’s state report card.

(2) A lesson learned was the importance of data. Each principal spoke of the importance of understanding, interpreting data and creating action plans based on their interpretation of the data. Data were the force behind decisions about curriculum materials, teacher assignments, time allotment for subjects, grouping of students and other activities. The principals planned all educational activities based on their interpretation of data. Another important aspect learned about data was the importance of having outsiders, people who did not work within the building but had fresh eyes to review and give their interpretation of the data. Many times we miss something because we are so involved in a situation. Data were at the core of all decisions made in the three buildings.

Each principal examined the data and made decisions she felt would have had a positive impact on African American students’ achievement. Principal A incorporated a
different assessment system that assessed three times a year at each grade level. Each principal felt that they had to do something. What had been done in the past was not impacting academic performance. Each principal tried something different that they hoped would impact academic performance. This researcher used scores from the 2006-2007 state achievement tests. To understand if any of the principals’ efforts, strategies and/or practices impacted academic achievement, the researcher would have to have the scores from the 2007-2008 state achievement tests to compare with the 2006-2007 state achievement tests. During the time of this research only the 2006-2007 state achievement tests scores was available. The principals all strongly believed that their efforts, strategies and practices had a positive impact on their individual school and on the academic performance of their students.

(3) Another lesson learned was the importance of establishing a positive relationship with African American students. There was no significant learning takes place without a significant relationship. All three principals talked about the need to establish positive relationships with African American students. It was found that the black principals in black schools share a common quality: a deep compassion for their students and for the communities in which the students lived. Each talked about caring about children and going that extra mile, i.e., treating students with respect, encouraging students, being honest and fair with students and demanding the best from students. Each principal felt that a positive relationship was absolutely necessary when you worked within an urban environment.

(4) It was found that the school leaders suggested strategies that they used to improve the academic performance of African American students. The school leaders had used many of the strategies and felt that the strategies improved their chances to impact student performance i.e.:

Principal A : Strategies for encouraging African American students to achieve:

- Understand data-look at what works.
- Work with parents about what is best for their child.
- Look at curriculum and assessment from a standards view.
- Create grade level chairpersons that can bring about order and consistency.
• Create an academic achievement team that focuses on achievement and what is needed to achieve.
• Incorporate an assessment system that assesses skills three times a year at all grade levels.
• Require teachers to regroup and re-teach to ensure that all children were learning.
• Look at what works in other places; bring in consultants to retool teachers with new skills.
• Build a consistent, competent and committed staff.

Principal B : Strategies for encouraging African American students to achieve:
• Help and encourage staff to try alternative methods.
• Advocate for students by encouraging staff not to give-up on students.
• Encourage staff to address needs of children.
• Understand data and base decisions on data.
• Use alternative assessment programs that target reading.
• Teachers charting their own data and compete against one another.
• Teachers regrouping and re-teaching to ensure that children learn.
• Students own and chart their data and receive bi-monthly progress reports.
• Staff work with one another to ensure that all students are ready for the next grade.
• Use a programmatic and systematic assessment program to improve reading.
• Stop social promotions, students must know skills.
• Select an energetic and committed staff that is willing to help and to think outside the box.
• Establish a direction based on research and allow the direction time to become effective.

Principal C : Strategies for encouraging African American students to achieve:
• Understand data and look for what works.
• Work with staff, parents and community in an effort to determine what is best for all students.
• Teachers, own their data and play their role in improving academic achievement.
• Focus on primary grades in order to build a foundation for success.
• Shared Collaboration- listen to all voices on how to improve academic achievement.
• Provide positive role models, speakers and programs to address the concerns of boys and girls.
• Create single gender classes. Understand the educational and emotional needs of both girls and boys. Adapt how the school groups students for learning.
• Incorporate a program that supports positive discipline. Focus on positive behavior instead of dwelling on negative behavior.
• Work with staff to cultivate a climate where high expectations are the norm regardless of student’s background or economic status.
• Work with teams and develop strategies and plans for holding staff accountable for teaching.
• Provide support services, social worker that works with emotional and social development issues.
• Create comprehensive plans, bring in outside observers to come into building to access how best to move the school’s academics.


Objectives of the study

The objective of the study was to describe the effects of that change on the role of Heads of Department in Queensland public secondary schools. The approach taken was to examine those change effects, in the light of policy documents, and from the perspective of
participation, that is heads of department and principals. The study also described the changing skills the emerging role appeared to demand and to draw implications for professional development.

Variable of the study

The dependent variable of the study was the changing Nature and the Role of Heads of Department in Queensland Public Secondary Schools. This is to explore the perceptions of the Head of Department role in a period of systemic and consequently local change. The nature of the role and the effects of change were explored in the literature, and were represented in the conceptual framework.

Sample of the study

The sample of the study was undertaken in four public secondary schools in Queensland. In the state of Queensland, there were 176 public secondary schools. The school, along with many more primary schools, is divided into 26 education districts. The school where this study was undertaken lie in two adjacent education districts in the south-east of the state. The principal and two Heads of Department from each of four public secondary schools in South East Queensland took part in the study. Three of the schools were in one district, the fourth in the neighbouring district. One of the schools was in a small country town, two were in areas experiencing rapid development; and the fourth school was in suburban Brisbane, the capital of Queensland.

Procedure

The approach chosen for this study was a descriptive, multi case study. It is a complete descriptive of a phenomenon within its context. In doing so, a descriptive case study is able to include the “scope and depth” of the phenomena that makes up the case, in this situation, the role of the Head of Department takes place within a multi-layered context of both school and the public education system. Understanding of that context is integral to understanding the perceptions of the roles held by Head of Department. A descriptive case study is thus considered an ideal method of generating understanding of roles within the context.

Tool used in the study

Two sources of data were employed in the study. These were multiple documents and interviews with both Heads of Department and school principals. Document analysis and
interview were not seen as being in isolation, rather they complemented one another. Data were collected through policy documents and semi-structured interviews. The study employed Leonard-Barton’s methodology which blended real time and a longitudinal study. To that end, two heads of department were re-interviewed four years after the initial interviews. Interviews focused upon the role, change, and the importance of leadership.

For analysis of document, the two different forms of data, documents and interviews, required different methods of analysis. Document were analyzed using the model of Altheide, David L. (1996) who describes the primary emphasis of such analysis as being to capture definitions, meaning processes and types. The process for the analysis of documents is described in five stages. The first involved choosing documents on the basis of research questions and the unit of analysis employed in the research. The second stage was the creation of a number of data collection formats. The third stage, data within protocols was both organized and coded. The fourth stage was the analysis of data. The fifth and final stage was the result or report of the analysis. For analysis of interview, the model employed came from Mie and Huberman (1994) work and emerged from their definition of data analysis described pragmatically as containing three interrelated processes: data reduction, data display, conclusion drawing and verifying.

**Major findings**

The research generated eight specific themes each of which was considered consistent with the nature of the role in a period of significant cultural change. There were the difference in perceptions regarding the head of department role, held by principals and heads of department, head of department in terms of a curriculum framed department, or whole school leadership; how individuals perceived leadership, and how they learned of leadership; the impact of the changing culture upon the individual head of department; the growing influence of situational factors upon the role; the impact of managerialism; the changing nature of a secondary school department; and a growing and more complex workload, and the need for different skills.

The themes painted a picture of a long established role within a process of evolution. While broad cultural change underpinned change in the role, it was the change process, and the consequent structural and organizational change that individuals in the study focused upon. Consistent with the literature on heads of department and change, the
study indicated a gap between the skills that the emerging role demanded, particularly leadership and management skills, and those skills which heads of department possessed. A need for a broad range professional development to bridge that gap was evident. The findings also pointed towards the need for effective change processes and a re-conceptualized head of department role.

The study concluded with recommendations for future research. Particular focus was directed towards the nature and function of secondary school departments, and consequent role of the heads of department. Potential exists for research that further explores the effect of cultural change upon individuals, particularly heads of department, in the area of public education.


Objectives of the study
The purposes of this research were:

(1) To study the roles of school administrators in improving classroom action research in school receiving outstanding standard quality under Bangkok metropolitan administration.

(2) To compare the opinion of school administrators and teachers regarding the roles of school administrators in improving classroom action research in school receiving outstanding standard quality under Bangkok metropolitan administration.

Variables of the study

(1) Independent variable
Position of respondents i.e. school administrators and teachers was the independent of the study.

(2) Dependent variable
The roles of school administrators in improving classroom action research in
school receiving outstanding standard quality under Bangkok metropolitan administration was the dependent variable of the study.

Sample of the study
The sample consisted of 174 school administrators and 338 teachers of schools under Bangkok metropolitan.

Procedure
The survey method was used to be the research design of the study. In order to obtain the data to arrive at proper results of the study, the study decided to adopt the descriptive survey technique, which was considered appropriate method of obtaining specific information about the research situation.

Tool used in the study
The questionnaires were used to collect data and, all data were analyzed by percentage, mean, standard deviation and t-test (independent).

Major findings
The results are as follows:

(1) For improving the success of classroom action research, it was indicated that the mean scores of roles of school administrators in improving classroom action research in school receiving outstanding standard quality was at high level.

(2) There was significant between the mean scores of roles of school administrators in improving classroom action research in school receiving outstanding standard quality rated by school administrators and teachers.

(3) It was found that the teachers who carried out classroom action research obtained the mean scores of roles of school administrators in improving classroom action research at high level.

(4) There was no significant different between mean scores of opinions regarding roles of school administrators in improving classroom action research rated by school administrators and teachers.

Study 8 : “A Study of Roles of School Principals in Improving the Democratic Governance of Primary Schools” (Surasak Wasuphaisan: 2009)

Objectives of the study
The purpose of this study was to explore the roles played by school principals in improving the democratic governance of primary schools in Thailand i.e. the tolerance, rational discussion and collective decision-making.

**Variables of the study**

(1) Independent variable

- Gender i.e. Male and female
- Area of school i.e. urban and rural

**Sample of the study**

Five urban primary schools and the other five rural primary schools in the Central part of Thailand were selected by simple random sampling. The school governing bodies of each school which comprised of the principal, teachers, educators, non-teaching staff, parents, leader of communities, lawyer, psychologist and learners were the sample of the study.

**Procedure**

A mixed research approach was undertaken to obtain data i.e. the depth interviews as well as the questionnaires. The data obtained from in-depth interviews was analyzed using qualitative methods. Interviews were transcribed and coded, and responses grouped according to the questions asked. The data obtained from the questionnaire was analyzed using quantitative methods. EXCEL was used for the initial data analysis to each question were studied.

**Tools used in the study**

There were two tools used in the study:

(1) The depth interview questions regarding the roles of school principals in improving the democratic governance of primary schools.

(2) The questionnaire to enquire about the roles of school principals in improving the democratic governance of primary schools.

**Major findings**

The findings highlighted the important roles of school principals in improving the democratic governance of primary schools. It was found that principals are viewed by governors as playing a positive role in school governing bodies. Governors referred to principals as 'the finger on the pulse of what is happening at school'; they are resource
persons for other members of the school governing bodies and ‘the engines’ of the schools. Governors viewed the principal as in charge of the professional management of the school, ensuring that all duties are carried out adequately, setting the tone in school governing bodies meetings, and responsible for interpreting education policies and ensuring that they are well implemented.

Furthermore, principals have the roles of ensuring the maximum participation of both parent and learner in school governing bodies meetings. Principals can also contribute greatly to school governance issues, since they are usually at an advantage in terms of their familiarity with official regulations, provincial directives and knowledge of educational reform measures.

The findings highlighted persistent power struggles in rural schools that may arise when principals overplay their roles as this creates tension among school governing bodies members. However, principals enabled implementation of democratic values such as tolerance, rational discussion and collective decision-making in schools through their leadership roles.

There was no significant between the agreements of respondents regarding the roles of school principals in improving the democratic governance of primary schools classified by gender.

Study 9: “An Investigation of Principals’ Role, Perception and Experiences of the Implementation of the National Standards and Performance Indicators for Namibian Schools in the Ohangwena Region” (Thomas K. Johannes. 2009)

Objectives of the study

The purpose of this study was to investigate the roles, perceptions and experiences of principals in the Ohangwena Region following the implementation of the National Standards and Performance Indicators.

Variables of the study
The dependent variable was the roles, perceptions and experiences of principals in the Ohangwena Region following the implementation of the National Standards and Performance Indicators.

Sample of the study
This research is a case study involving two Inspectors of Education. Twelve principals and four Heads of Department were the sample of the study.

Procedure
Case study was the research procedure. Interviews, document analysis, questionnaires, and a focus group interview were used to collect the data.

Tool used in the study
(1) Interview form regarding the roles, perceptions and experiences of principals in the Ohangwena Region following the implementation of the National Standards and Performance Indicators.

(2) Questionnaire to enquire about the roles, perceptions and experiences of principals in the Ohangwena Region following the implementation of the National Standards and Performance Indicators.

Major findings
(1) Principals acknowledge the importance of the National Standards and Performance Indicators, and believe that they would succeed in improving the provision of quality education if they were fully implemented.

(2) Schools implemented Performance Indicators (School Administration) and (Storage and retrieval of information) showed that principals’ roles, perception and experienced have many challenges in the implementation of the National Standards and Performance Indicators. These included a lack of understanding among principals and teachers of the National Standards and Performance Indicators, a lack of understanding of contemporary leadership theories (that would otherwise help principals to implement change effectively), and a lack of support in terms of skills and resources from both the Regional Office in Ohangwena and the Ministry of Education itself.

(3) The National Standards and Performance Indicators have not yet improved school performance, and consequently that the pass rate remains the same as before the introduction of the National Standards and Performance Indicators, four years ago. The
school self-evaluation, which aims to help schools identify their strengths and weaknesses, and encourages them to establish and make use of a school development plan to address weaknesses and sustain strengths, is characterized by a high degree of dishonesty. Thus, the information furnished by school self-evaluation, school development plan, and Teachers Self-Evaluations is unreliable, lacks credibility, and has the further ill-effect of skewing schools' performance targets. Therefore, this problem could be addressed when the rationale of completing the SSE is clearly explained to principals and teachers.


Objectives of the study

School principals are fulfilling an important role in improving the democratic management of South African schools. They are seen as key role players in this process due to their leadership position in the school. Their leadership in terms of school management contributes to democracy in schools and the wider society. Despite this important role, recent research undertaken on this issue highlighted persistent power struggles that arose when principals overplay their management roles, specifically with regard to their role and contribution in the functioning of school governing bodies. This study, based on empirical research undertaken, explore various perceptions with regard to the roles of school principals in improving the democratic management of South African schools.

Variables of the study

The dependent variable of the study was the roles of school principals in improving the democratic management of South African schools whereas the independent variables were gender and areas of school.

Sample of the study

Firstly, a number of 24 semi-structured interviews were conducted in order to get their views on the role of school principals in improving the democratic management of South African schools. From each selected school, six members of the school governing bodies were interviewed, namely the chairperson, principal, educator, non-teaching staff member, parent and learner. Each of the interviews conducted was approximately 30 minutes long. The same interview schedule was used for all the participants in the interviews. To protect the
anonymity of these selected schools, the researcher decided to name them Schools A, B, C and D respectively. A brief description of each of the schools follows:

School A was a rural school offering academic subjects and mainly attended by black learners. The school is relatively disadvantaged, but better resourced than many other rural schools in the same Province. It has, for example, an electricity supply and proper flushing toilets. The number of classrooms is, however, totally inadequate, and as many as 65 learners have to crowd into a single classroom. All educators in the school are black, while the learners are ethnically homogeneous, speaking mainly Sotho. The local community consists of a few working-class families, and unemployment in the area is very high. The buildings are of a reasonably good standard, while almost 70% of the 500 learners qualify for a fee exemption.

School B was a township secondary school offering academic subjects and is attended by black learners only. This school is relatively advantaged compared with rural schools in the same Province. It has an adequate number of classrooms, even though classrooms are still overcrowded with approximately 50 or more learners per classroom. All educators are black and mainly speak Sotho. The buildings are well maintained after renovated some ten years ago. The school enrolls 1200 learners of which almost 50% qualify for a fee exemption.

School C was a co-educational secondary school formerly reserved for so-called coloured learners, although some learners from other culture groups such as Indians have been admitted lately. The majority of educators are coloured. The school is relatively advantaged and offers a wide range of academic subjects. The surrounding community comprises middle-class as well as working-class residents, and half the learners commute from the surrounding rural areas in search of better-quality education. The buildings of the school are not in a very good condition, as they had been vandalized in the past and have not since been repaired, mainly because of financial shortfalls. More than 60% of learners qualify for fee-exemption.

School D is a former Model-C secondary school situated in pleasant urban surroundings in a rural town in Gauteng. The local neighbourhood is racially integrated and consists of middle-class families; however, white residents predominate. It is a privileged
school compared to the other three schools with more than 700 learners. The majority of educators and administrative staff teaching staff are white. Almost 80% of the learners can afford to pay school fees, while buildings are adequate and well maintained compared to the other schools sampled.

Procedure

A mixed research approach was undertaken to obtain data in a four purposefully selected i.e. the depth interviews as well as observation, document analysis and questionnaires. During the observation phase, two formal school governing bodies meetings at each school were observed. In addition, source documents were examined. These documents were used to complement the other methods used for data collection, rather than as substantive evidence. The main documents used were agendas and minutes of SGB meetings, letters to parents, annual reports to parents, disciplinary records and curriculum materials. For ethical reasons, access to documents and records was negotiated in advance.

During the second phase of data gathering, in order to obtain information from a wider population, a questionnaire was sent to 300 principals in the provinces of the Western Cape (50), Northern Cape (50), Mpumalanga (100) and Gauteng (100). Of the 300 questionnaires sent out, 249 principals returned their completed questionnaires. The participants were school principals enrolled for the Advanced Certificate in Education in School Leadership and Management (ACE: SL). Of the 249 principals researched, 36% were females and 64% were males. Sixty one percent of them were African, 29% coloured, 9% white and 1% Indians. The majority of schools where these principals served were primary schools (55%), followed by secondary schools (31%), combined (11%) and Special needs schools (4%). It is also important to mention the location of the schools in order to appreciate how context influences the role of school principals. The majority of school principals in the study were from the rural schools (42%); followed by township schools (34%); while urban schools form 11%; farm schools (7%) and lastly schools from informal settlements (5%).

The questionnaire investigated the role of principals in school community relationships, parent and learner involvement in school, knowledge of current South African policies in education, management of teaching and learning needs, leading and managing people, managing organizational systems and physical and financial resources, managing
policy, planning, school governance, and planning and conducting of assessments. It also
looked at time management by principals, and their attitudes to school management. The
questionnaire was compiled in English. A variety of strategies were used to achieve as high a
response rate as possible. The focus of the questionnaire was only on the number of
responses elicited per item in the questionnaire. Therefore, no content or construct validity
was calculated.

The data obtained from in-depth interviews observation and questionnaires was
analysed using qualitative and quantitative methods. Interviews were transcribed and
coded, and responses grouped according to the questions asked. EXCEL was used for
the initial data analysis before the governors’ responses to each question were studied.

**Tools used in the study**

There were four types of tool used in the study:

(1) Depth interview questions

(2) Observation form

(3) Document recorders

(4) Questionnaires to investigate the roles of school principals in improving the
democratic management of South African schools.

**Major findings**

The following themes emerged from the findings: governors’ perceptions of the
responsibilities of principals, principals’ own perceptions of their roles in schools, the role of
the principal in ensuring school community communication and effective school community
relationships, the principal’s role in school governance, and issues of power relations in
school governance matters. The effect of culture and context in which schools operate was
observed in a rural school where it was found that the principal tended to overplay his role,
and the difficulties this has caused in the functioning of the school governing bodies,
particularly as regards the relationship between the school governing bodies chair, who has
to be a parent, and the principal. The phenomenon of culture was further observed in a
township school where the school governing bodies chair felt that learners do not have a
contribution to make in school governing bodies but are merely there to listen on behalf of
other learners in the school.
Power relations are central to an understanding of school governance and also play a role in gender issues. Women in school governing bodies tend to defer to men when it comes to decision-making. Communication is an important ingredient in the mutual relationship between the school and the community. Ensuring adequate lines of communication was identified as one of the principal’s main tasks. It should also be one of the chief tasks of the school principal to support transformation in schools by opening up space for debate and dialogue so that parents and learners can participate sufficiently in school governing bodies.

2.5.4 Review of the past research studies

From past research studies, it can be seen that there were 10 studies related to the roles of school administrators and educational performance. Some researches studied about the roles of administrators in improving the school management i.e. human resources management, democratic governance, and democratic management. Some researches studied about the improving of educational performance i.e. academic performance, standard excellence award, perception and experience of the implementation of the national standards and performance indicators, classroom action research, student’s learning center, and the positive roles of school administrators in improving educational performance.

The roles of administrators in improving the school management i.e. human resources management, democratic governance, and democratic management and the roles of administrators in improving educational performance i.e. academic performance, standard excellence award, perception and experience of the implementation of the national standards and performance indicators, classroom action research, student’s learning center, and the positive roles of school administrators in improving educational performance was used in the past studied as the dependent variable. Type of school, are of school, gender, age, educational qualification, experience were used to the independent variables of the past studies.

The level of the roles of school administrators in improving the students’ learning center, academic achievement, school management, standard excellence award, perception and experience of the implementation of the national standards and performance indicators,
human resources management, democratic governance, and democratic management, and school action research were explored by the past researches. Majority of the researches studied the level of the roles of school administrators and tested the significant between the mean scores of some variables.

Teachers, administrators, students, people, educators, leaders of communities from various types of schools and communities were the sample of the ten studies. The purposive sampling, simple random sampling, and stratified random sampling were used in the past studies.

Various types of tool used in the past researches concerned to the roles of school administrators and educational performance i.e. Likert scale, interview, observation, document collection/document recorder, and questionnaire.

Majority of the past researches (7 studies) adopted the descriptive method (survey method) to be the research design whereas the other two and one researches used the qualitative and multi-case study for the research design. The data collected from the respondents were analyzed according to the suitable statistics and presented in the tables followed by the interpretation.

The percentage, mean, standard deviation, t-test and content analysis were used for the analysis of data in the past studies.

The findings of the past researches indicated the roles of the school administrators as follow:

(1) The roles of school administrators in improving student centered learning process reform i.e. the management of learning process, personnel developments, teaching learning media, cooperation establishment with community, evaluation of learning, construction and development of curriculum, and researches for learning developments.

(2) The roles of school administrators in improving the instructional leadership of school personnel i.e. teachers’ competencies, school supervision, curriculum, teaching-learning process, educational assessment and evaluation, and classroom action research.
(3) The roles of school administrators in improving the school management, decision making process, teachers' professional development, budgeting and school finances, human resource management, democratic governance/democratic management.

(4) The roles of school administrators in improving the positive relationship in ensuring school community communication and effective school community relationships. This also includes the school council and the parents of the students.

(5) The roles of school administrators in improving the academic achievement or the quality education or school performance.

(6) The roles of school administrators to be the change agent.

(7) The roles of school administrators in improving the knowledge, perception, experience, and the implementation of the National Standards.

2.5.5 Originality of the present study

After the review of the past research studies it can be seen that there is the originality of the present study as follow:

(1) The present research studied the roles of school administrators in improving the educational performance of primary schools which consisted of four aspects i.e. (a) Improving in building and environment, (b) Improving in instructional leadership, (c) Improving in system of educational administration, and (d) Improving in professional development. These four aspects are the roles of school administrators in improving the educational performance which are difference from the past studies.

(2) The roles of school administrator in improving school building and school environment in the present study concerned to the sufficient comfortable building for teaching and learning process, the lower density of class size, adequate space for school personnel interaction, adequate natural lighting in the classroom, clean and sanitary in school building, noise control, suitable temperature, sufficient technologies and learning materials, safety and security school area, healthy environment (complete physical, mental and social well-being), efficient using energy and water, and reduction of waste and pollution. These

(3) The roles of school administrator in improving the instructional leadership concerned to the instructional performance, instructional goals to achieve high expectation of certain standards, instructional administration, curriculum development, lesson
plans, teaching and learning process, effective pedagogical strategies, modeling behaviour of learning, supervision, action research for improving students’ performance, educational philosophies, technical skills on instructional goal setting and instructional progress, career counseling programme, collaborative grouping of teachers for professional development, valuation of standards, and instructional assessment.

(4) The roles of school administrator in improving in system of educational administration concerned to the improving policies and goals of educational performance to ensure the national and local academic standards, school finances, system of educational administration, leadership style, establishment of school culture, and community relations.

(5) The roles of school administrator in improving in professional development concerned to the new technologies and knowledge in everyday experience with proficiency constantly and continuously until the end of their professions, co-operate in the planning and arrange diverse experience training which vary according to the character of the teachers, develop technical and functional skills on general occupational qualifications of school staffs, develop technical and functional knowledge, develop technical and functional abilities, technical and functional task performance, and development of human relations and collaboration.

(6) There eight independent variables of the present study which was not seen in any past research studies. These independent variables divide into two types. One is the independent variables related to respondents (primary school teachers) such as sex, age, educational qualification, and work experience whereas the other type of independent variables related to the school such as area of school, type of school, and size of school. The results of the present study indicated the opinions of primary school teachers belonging to different groups of variables which can be used for decision making or the development of the roles of school administrators in improving the educational performance.

(7) As the sample of the present study are the primary school teachers belonging to different groups of variables. The sample in some variables was divided into two groups whereas the sample in some variables was divided into three groups. Therefore, t-test (independent) and analysis of variance (ANOVA) were used to test the significant difference of the mean scores of the groups of sample.
The tool used in the present study was constructed by the researcher and established for the t-term analysis (i.e. validity, discrimination, reliability). This tool is the first construction and cannot be seen from the market before.
References


8. Ibid.


17. Ibid.


38. Ibid.


44. NEA. (2003) National Education Association. Meeting the challenges of recruitment and retention. A guidebook on promising strategies to recruit and retain qualified and diverse teachers. NEA.


46. Wherry, J. H. (2003) Did you know 10 things any school can do to build parent involvement...plus 5 great ways to fail! The Parent Institute, www.parentinstitute.org/resources/10things/10things.php


72. Wiki.answers.com (2010) Read more:
http://wiki.answers.com/Q/What_is_meant_by_academic_performance#ixzz1IS5qHCNi.


81. Ibid.


Prepared for the carpet and rug institute.


Expectations vs. performance. NASSP Bulletin, 72(509), 43-49.


105. Bamburg, J.D., and Andrews, R.L. (1990) Instructional leadership, school goals,

106. Ibid.


118. Ibid.

leader? Or both? Education Canada, 32(2), 8-11.


125. Ibid


   "Restructuring in the Classroom: Teaching, Learning, and School 

   133 pages. ED 317 455.


137. Sergiovanni, Thomas J. (1994) *Building Community in Schools.* San Francisco: 

   1-4.

139. Blasé, Joseph; Jo Blasé; Gary L. Anderson; and Sherry Dungan. (1995) 
   "Democratic Principals in Action: Eight Pioneers." Thousand Oaks, California: 

   Balancing Logic and Artistry in Schools.* San Francisco: Jossey-Bass, 
   133 pages. ED 317 455.

   Oregon School Study Council, University of Oregon, October 1992. OSSC 
   Bulletin Series. 42 pages.

   276.

143. Sergiovanni, Thomas J. (1990) *Building Community in Schools.* San Francisco: 


145. Ibid.
146. Ibid.
155. Ibid.
157. Ibid.


166. Ibid

167. Ibid


