CHAPTER 5
SUMMARY, MAJOR FINDINGS, CONCLUSIONS, SUGGESTIONS,
IMPLICATION AND RECOMMENDATION FOR FURTHER STUDIES

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Introduction</td>
<td>324</td>
</tr>
<tr>
<td>5.2</td>
<td>Summary</td>
<td>324</td>
</tr>
<tr>
<td>5.3</td>
<td>Major findings</td>
<td>332</td>
</tr>
<tr>
<td>5.4</td>
<td>Conclusions</td>
<td>333</td>
</tr>
<tr>
<td>5.5</td>
<td>Suggestions</td>
<td>337</td>
</tr>
<tr>
<td>5.6</td>
<td>Implication of the study</td>
<td>339</td>
</tr>
<tr>
<td>5.7</td>
<td>Suggestions for government policy</td>
<td>346</td>
</tr>
<tr>
<td>5.8</td>
<td>Recommendation for further study</td>
<td>349</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>350</td>
</tr>
</tbody>
</table>
5.1 INTRODUCTION

The present study was to investigate the roles of administrators in improving the educational performance of primary schools. It was found from the study that in many ways the school administrators is the most important and influential individual in any school. He is the person responsible for all activities that occur in and around the school building. It is his leadership that sets the instructional process, the learning environment, the level of professionalism and morale of teachers and the degree of concern for educational performance. He is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to better of their abilities one can almost always point to the administrator’s leadership as the key to success (U.S. Congress, Senate Committee on Equal Educational Opportunity, 1970, p. 305)\(^1\).

The present chapter is concerned to the review, major findings, conclusions and suggestions as well as the recommendation for further study which have been shown below.

5.2 SUMMARY

The present research is going to study under the problem:

“A study of the roles of administrators in improving the educational performance of primary schools in Thailand”

Objectives of the study

The present investigation aims to study under the objectives as follow:

1. To study the level of the roles of administrators in improving the educational performance of primary schools in Thailand.

2. To study the level of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income,
area of school, type of school, and size of school.

(4) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school.

**Definition of the important terms**

1. **Role** : “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. In the present study, “role” refers to a set of administrative behaviours, rights and obligations as conceptualized by primary school administrators.

2. **Roles of school administrator** : Roles of school administrator mean the functions and behaviours expected of or perform by administrative positions. In the present study, the roles of school administrator mean the functions and behaviours expected of or perform by primary school administrators in providing students with a high quality of educational performance, support & develop a talented school staff, build a solid organizational structure which can be done through the curriculum standards, teaching & learning process, implementing of school management, school culture, leadership skills, and collaboration of the students/ school staff/ parents/ communities.

3. **Improving** : “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. In the present study, “improving” refers to the increasing of educational performance to a more desirable and excellent quality.

4. **Educational performance** : “Educational performance” is the accomplishment of performing in educational management successfully; using the teaching & learning process for imparting knowledge to the students. In the present study, “educational performance” refers to the accomplishment of performing in educational management successfully by the primary school administrator i.e. students’ achievement.

5. **Roles of administrators in improving educational performance** : “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.

In the present study, “The roles of administrators in improving educational performance” refers to four aspects of roles for improving the educational performance i.e.

1. Improving in building and environment
2. Improving in instructional leadership
3. Improving in system of educational administration
4. Improving in professional development

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

7. Improving in instructional leadership: 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 & 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.

8. Improving in system of educational administration: 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.
9. Improving in professional development: 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, co-operate in the planning and arrange diverse experience training which vary according to the character of the teachers, develop technical & functional skills on general occupational qualifications of school staffs, develop technical & functional knowledge, develop technical & functional abilities, technical and functional task performance, and development of human relations & collaboration.

10. Primary school administrator: Primary school administrator refers to the school administrators of primary schools (grade 1 – 6) in the Northern part of Thailand.

Variables of the study
There were two types of variables included in the study:

1. Independent variables
   (1.1) Sex
   • Male
   • Female
   (1.2) Age
   • 20-30 years
   • 31-40 years
   • 41-50 years
   • 51-60 years
   (1.3) Educational qualification
   • Graduate
   • Post graduate
   (1.4) Work experience
   • 01-10 years
   • 11-20 years
   • 21-30 years
   • 31-40 years
(1.5) Monthly income
- 10,000-15,000 Baht
- 15,001-20,000 Baht
- 20,001-25,000 Baht
- 25,001 Baht onwards

(1.6) Area of school
- Urban
- Rural

(1.7) Type of school
- State or government
- Private

(1.8) Size of school
- Large
- Medium
- Small

2. Dependent variable
Teacher's opinions about the roles of administrators in improving the educational standards of primary schools in Thailand which consisted of four aspects:
- Improving in building and environment
- Improving in instructional leadership
- Improving in system of educational administration
- Improving in professional development

Questions to be answered
The questions to be answered in the present study were based on the teachers’ opinions. There were two major questions to be answered i.e.

(1) What is the level of the roles of administrators in improving the educational performance of primary schools in Thailand in total score and in different aspects of roles of administrators in improving the educational performance of primary schools?
(2) What is the level of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects of roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school?

(3) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school?

Hypotheses of the study

The research study under the major hypothesis that there will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (in total score and in different aspects) in relation to sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school.

Important of the study

It can be seen that in order to succeed in a rapidly changing world, individuals need to advance their knowledge and skills throughout their lives. Raising the quality of educational performance, it is need to lay strong foundations, by fostering knowledge and skills and strengthening the capacity and motivation to the students. School administrator plays an important role in improving of educational performance. In addition to highlighted significant equalities in the educational performance, school administrators have a vested interest in the roles of improving in building & environment, instructional leadership, system of educational administration, and professional development. Essentially, the role of school administrator is to guide the schools toward goal accomplishment and to move school towards its purposes and have a single minded focus on the fulfillment of the organizational goals. Effective school administrators are strong educators, anchoring their work on central
issues of continuing in school improvement. The results of the present research will be useful for the school administrators in improving educational performance of the schools.

**Research design**

According to the objectives, the present study was mainly interested in finding out the level of the roles of administrators in improving the educational performance. To fulfill the objectives of the study, the researcher decided to make use of descriptive research (survey method) which was considered appropriate method of obtaining specific information about the research situation.

**Tools and characteristics of the tools**

The researcher desired to make use of the tools in form of the scale. The scale to measure the teachers' opinion about the roles of administrators in improving the educational performance of primary schools consisted of 4 aspects: (a) Improving in building and environment (b) Improving in instructional leadership (c) Improving in system of educational administration (d) Improving in professional development.

This scale was constructed by the researcher herself. The scale to measure the teachers' opinions about the roles of administrators in improving the educational performance of primary schools consisted of 120 statements. Each statement has five levels of the roles of administrators in improving the educational performance i.e. "strongly agree" or "agree" or "uncertain" or "disagree" or "strongly disagree". The respondents can mark the level of agreement according to the performance of their administrators.

The Item-Test Correlation ($r_{xy}$) was applied for establishment of validity of the scale. The scale to measure the teachers' opinions about the roles of administrators in improving the educational performance of primary schools indicated the validity index ($r_{xy}$ value) between 0.51 - 0.82 which was significant at 0.01 level.

$t$ - test was used to establish the discrimination index of the scales. It was found that the scale obtained the $t$ - value greater than 1.75 which given statements differentiated between upper group and lower group.
Test-retest method (Pearson Product Moment Co-efficient Correlation: \( r_{xy} \)) was used to establish the reliability of the scale. The scale to measure the teachers’ opinions about the roles of administrators in improving the educational performance of primary schools was found the correlation efficient \( (r_{xy}) = 0.91 \). It can be said that the scale have high reliability.

**Sample of the study**

The primary school teachers of 5 provinces in the Northern part of Thailand were the population of the study. The multi stratified random sampling was used for the selection of the sample. Three stages were used for the multi stratified random sampling and found that 1,684 primary school teachers belonging to 225 primary schools of 45 districts in 5 provinces were the sample of the study. The table of size of sample which based on the suggestions of Krecie, R. V. & Daryle, W. Morgan (1970)$^2$ was used to determine the size of sample of the study.

**Technique of analysis of data**

The data collected by the tool was analyzed according to the hypothesis.

1. In order to determine the level of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers, mean \( (\bar{X}) \) and standard deviation (S.D.) was calculated.

2. The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the roles of administrators in improving the educational performance rated by primary school teachers belonging to different groups of age, monthly income, work experience and size of school.

3. The Studentized Range Statistics Test \( (q) \) was used just to get the general idea about the difference between mean score of various groups of the roles of administrators in improving the educational performance rated by primary school teachers belonging to different groups of age, monthly income, work experience and size of school.

4. \( t \)-test was used to test the significance of difference between mean scores of the roles of administrators in improving the educational performance rated by primary
school teachers belonging to different groups of sex, educational qualification, area of school and type of school.

(5) The percentage (%) was used to indicate the scores in comparison with 100.

5.3 MAJOR FINDINGS

It was found from the study as follow:

1. The mean score of the roles of administrators in improving the educational performance schools rated by primary school (entire sample) was at high level. There were 4 aspects: (a) improving in building and environment (b) improving in instructional leadership (c) improving in system of educational administration (d) improving in professional development. All of four aspects of roles of administrators in improving the educational performance schools rated by primary school obtained the mean score at high level.

2. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by male and female primary school teachers in total score and in different aspects.

3. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by primary school teachers belonging to different groups of age i.e. 20-30 years, 31-40 years, 41-50 years, and 51-60 years in total score and in different aspects.

4. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by graduate and post graduate primary school teachers in total score and in different aspects.

5. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by primary school teachers belonging to different groups of work experience i.e. 01-10 years, 11-20 years, 21-30 years, and 31-40 years in total score and in different aspects.

6. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by primary school teachers belonging to different groups of monthly income i.e. 10,000-15,000 Baht, 15,001-20,000 Baht, 20,001-25,000 Baht, and 25,001 Baht onwards in total score and in different aspects.
aspects.

7. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by urban and rural primary school teachers in total score and in different aspects.

8. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by state and private primary school teachers in total score and in different aspects.

9. There was the significant difference between mean scores of the roles of administrators in improving the educational performance schools rated by large, medium and small primary school teachers in total score and in different aspects.

5.4 CONCLUSIONS

From the study, it can be concluded that:

(1) The mean score of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in entire sample and classified by sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school in total score and in different aspects was at high level.

(2) Sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school does effect on the mean scores of the roles of administrators in improving the educational performance of primary schools. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of variables were significant at 0.01 level of confidence.

(3) The mean score of the roles of administrators in improving the educational performance of primary schools rated by male teachers was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by female teachers. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex were significant at 0.01 level of confidence.
(4) The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 20-30 years group of age was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 31-40 years, 41-50 years, and 51-60 years group of age. The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 51-60 years group of age was greater than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 20-30 years, 31-40 years, and 41-50 years group of age. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of age were significant at 0.01 level of confidence.

(5) The mean score of the roles of administrators in improving the educational performance of primary schools rated by graduate teachers was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by post graduate teachers. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of educational qualification were significant at 0.01 level of confidence.

(6) The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 10,000-15,000 Baht group of monthly income was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 15,001-20,000 Baht, 20,001-25,000 Baht, and 25,001 Baht onwards group of monthly income. The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 25,001 Baht onwards group of monthly income was greater than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to 10,000-15,000 Baht, 15,001-20,000 Baht, and 20,001-25,000 Baht group of monthly income. The differences between the mean scores of the roles of administrators in improving the
The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to the 20-30 years group of age was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to the 31-40 years, 41-50 years, and 51-60 years group of age. The mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to the 51-60 years group of age was greater than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by teachers belonging to the 20-30 years, 31-40 years, and 41-50 years group of age. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of monthly income were significant at the 0.01 level of confidence.

The mean score of the roles of administrators in improving the educational performance of primary schools rated by urban school teachers was smaller than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by rural school teachers. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of area of school were significant at the 0.01 level of confidence.

The mean score of the roles of administrators in improving the educational performance of primary schools rated by state school teachers was greater value than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by private school teachers. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of type of school were significant at the 0.01 level of confidence.

The mean score of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to small school
was smaller value than that of the mean score of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to medium and large school. The differences between the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of size of school were significant at 0.01 level of confidence.

For better understanding, table 5.1 shows the summary of significant difference between mean scores of the roles of administrators in improving the educational performance of primary schools in total score and in different aspects of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to different groups of variables.

**TABLE 5.1**

**SUMMARY OF SIGNIFICANT DIFFERENCE BETWEEN MEAN SCORES OF THE ROLES OF ADMINISTRATORS IN IMPROVING THE EDUCATIONAL PERFORMANCE OF PRIMARY SCHOOLS RATED BY PRIMARY SCHOOL TEACHERS IN RELATION TO DIFFERENT GROUPS OF VARIABLES**

<table>
<thead>
<tr>
<th>Aspects of roles of administrators in improving the educational performance</th>
<th>Sex</th>
<th>Age</th>
<th>Ed. Qual</th>
<th>Work Experience</th>
<th>Monthly income</th>
<th>Area of School</th>
<th>Type of School</th>
<th>Size of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) improving in building and environment</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(2) improving in instructional leadership</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(3) improving in system of educational administration</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(4) improving in professional development</td>
<td>**</td>
<td>**</td>
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<tr>
<td>Total</td>
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<td>**</td>
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</tr>
</tbody>
</table>

Table 5.1 indicates the significant different between mean scores of the roles of administrators in improving the educational performance of primary schools in total score and
in different aspects of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school. It can be concluded that sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school does effect on the mean scores of the roles of administrators in improving the educational performance of primary schools. Therefore, sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school are the important factors affecting on the roles of administrators in improving the educational performance of primary schools.

5.5 SUGGESTIONS

From the results of the present investigation, it can be seen that a 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. A school administrator should be the key of change agent in his school who should sustain and introduce change and reforms in the way his school roles and function and ensure the good of the student as well as teaching and non-teaching staff.

To succeed in a rapidly changing world, individuals need to advance their knowledge and skills throughout their lives. Educational management systems need to play strong foundations for this by fostering knowledge and skills and strengthening the capacity and motivation of young generation. A school administrator has to concentrate on the development of the overall skills of teaching that his staff will possess. The role of a school administrator is not an easy one to fulfill. He ought to kick start or at least envisage a future betterment plan for the school based on readiness and that means, he 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. He 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
administration 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.

In order to fulfill the roles of effective school administrator, leadership of leader is needed. Leadership of leaders has today become a very complex phenomenon because of the complexity of economic, industrial, social political organization, globalization and technological advancement especially in information technology. This issue of leadership is very centre to management especially human resources developments and application. Research evidence and benefit of practice have shown that there are many ways approaching the subject, leadership. Lord Seift, in Ronald Egwuonwu (2000)\(^3\) says “…leadership is the moral and intellectual ability to visualize and work for what is better for the company and its employees…” The most vital thing the leader does is to create team spirit around him and near him. The roles of leadership pervade all organizations. A good leader therefore is one who is capable of persuading others to move enthusiastically towards the achievement of group goals. Ade (2003)\(^4\) defined leadership as a social influence process in which the leader seeks the voluntary participation of subordinated in an effort to reach organizational objectives. In this definition “voluntary” is the operative word indicating that effective leadership does not connote the use of absolute power or authority alone. Indeed, successful leaders need to back up any authority and power rested in them with their personal attributes and social skills. Fapojuwo (2002)\(^5\) sees leadership as the ability to guide, conduct, direct or influence the followership for the purpose of achieving common goals or task the leader thus possess the ability to influence others to achieve result. Leadership is concerned with the execution of those policies and decisions which help to direct the activities of an organization towards its specific goals. The school administrator is essentially a leader of the staff and students of the school.

Roles in the other hand are defined as expectations nominative right and duties prescribed through job titles and descriptions in work manuals; and the way people actually
behave in these positions depend partly on the way they think they are expected to behave and also on how people actually expect him to behave. School administrators are asked to become “Instructional leaders” exercising firm control by setting goals, maintaining disciple and evaluating results. Today they are also encouraged to be facilitative leaders by building teams, creating networks and “governing from the centre”. Murphy and Lynn (2003)\(^6\) observe that the metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated one recommended approach than, they are seemingly urged to move in a different direction.

It can be concluded that there is increasing recognition that effective administrator is vital if school is to be successful in improving the building and environment, the instructional leadership, the system of educational administration, and the professional development.

5.6 IMPLICATION OF THE STUDY

Based on the results of the present study, it can be seen that the roles of administrators is the vital roles for development of educational performance. Different groups of teacher expected that the administrators should play the roles of full development of the Thai students in all aspects of educational performance. The implication of the present study can be done in four aspects as follow:

1. **Improving the building and environment**

   It is recognized that the healthy school building and environment is comfortable and secure from danger radiates a “sense of wellbeing” and a sends a caring message. The healthy school building and environment is the key to a high performance educational institution. Successfully managing a school building and environment is a necessary and essential educational investment. Michael A. Berry (2002)\(^7\) stated that there is a clear link between environmental quality of schools and educational performance i.e.

   1. Facility management systems determine building and environmental quality in schools;
   2. Quality of the school building and environment shapes attitudes of students; (3) teachers and staff; (4) Attitudes affect teaching and learning behaviour; (5) Behaviour affects performance; and (6) Educational performance determines future outcomes of individuals and society as a whole.
Michael A. Berry (2002) found that the conditions required of all high performance schools are the healthy building and environment. Therefore, effective restoration is achieved through good design that addresses total environmental quality to include general sanitation, good air quality, noise control, lighting and glare reduction, soothing color, and general comfort provided by temperature and climate. The healthy school building and environment is related to a healthy condition, attitudes of the students, teachers, parents, surrounding community, and turn to effective teaching and learning.

In order to improve the building and environment, the school administrators should play the roles as under:

(1) Improve the students’ and teachers’ comfortable

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.

(2) Improve the classroom situation

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.

(3) Improve the classes’ accommodation

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 about 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.
(4) Improve the technology

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.

(5) Improve the temperature and indoor climate

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.

(6) Improve the school’s design

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.

(7) Improve school’s cleanness

The cleanliness of schools is also an important aspect of school building and 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 students face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrhea outbreaks.

(8) Improve the school’s safety

A school building and environment should be one in which every student feels
safe. The safety can be promoted 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.

(2) Improving in instructional leadership

The instructional leadership should be emphasized on the roles of school administrators. The role of ‘instructional leader’ by school administrators is a new concept which emphasis the administrators to be the academic leaders. It was found that effective schools usually had administrators who stressed the importance of instructional leadership (Brookover and Lezotte, 1982).

Inherent in the concept of an instructional leader is the notion that learning should be given top priority while everything else revolves around the enhancement of learning which undeniably is characteristic of any educational endeavour. Hence to have credibility as an instructional leader, the administrator should also be a practicing teacher. Instructional leaders need to know what is going on in the classroom; an opportunity to walk the factory floor. Many times, school administrators are not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. School administrators need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions. Also, a teaching administrator strengthens the belief that "the sole purpose of the school is to serve the educational needs of students" (Harden, 1988), Whitaker (1997).

Effective schools usually had administrator who kept a high focus on curriculum and instruction. 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. Originally, the role involved traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. Today, it includes much deeper involvement in the "core technology" of teaching and learning, carries more
sophisticated views of professional development, and emphasizes the use of data to make decisions (Deborah King 2002). Attention has shifted from teaching to learning, and some now prefer the term "learning leader" over "instructional leader" (Richard DuFour 2002). The National Association of School Administrators (2010) frames instructional leadership in terms of "leading learning communities." In NASA's view, instructional leaders have six roles: (1) making student’s learning achievement the priority; (2) setting high expectations for performance; (3) gearing content and instruction to standards; (4) creating a culture of continuous learning for adults; (5) using multiple sources of data to assess learning; and (6) activating the community's support for school success. These sweeping goals reflect a "best-practices" perspective distilled from an analysis of the current demands being placed on schools. The leader’s day is built around dozens of concrete "micro tasks," many of which have no overt connection with instruction.

Joseph and Jo Blase (2000) provided a partial answer by asking teachers to describe the roles of school administrators who had a positive influence on educational performance. Two broad themes emerged: talking with teachers and promoting professional development. These were expressed in specific behaviours such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. All these actions were carried out in a way that respected teacher knowledge and autonomy.

Standards-based accountability challenges traditional assumptions about instructional leadership. Instead of encouraging teachers' efforts, administrators now must lead teachers to produce tangible results on ambitious academic standards. This requires not just innovative practices, but a different mindset (Elmore; Kate Jamemetz 2002). Several implications are apparent i.e. (1) Given the numerous and often conflicting demands for reform, leaders must create coherence in improvement efforts (Jonathan Supovitz and Susan Poglinco 2001). This is sometimes expressed as "vision," but more prosaically it just means that all players understand there is a common goal to which everyone is accountable and that policies, practices, and resources are aligned with the goal. Instructional leadership is the "organizational glue" that keeps things on track; (2) the distributed nature of leadership requires administrators to achieve a finely tuned balance of mandate and empowerment. On
the one hand, they must make it clear that change is not optional, and that common goals may require teachers to give up or defer some individual preferences. On the other hand, they cannot simply impose the goal. Effective instructional leaders create a safe environment for teachers, using dialogue rather than dictates to keep the focus on core instructional issues (Supovitz and Poglinco 2001); and (3) Leaders must model learning.

Jamentz notes that administrators must be able to recognize whether lessons are aligned with standards, develop classroom assessments consistent with standards, and evaluate student work for evidence that standards have been achieved. Their knowledge should be deep enough to let them coach teachers using explanations, practical examples, and demonstration lessons. Just as important, leaders must demonstrate the same learning traits that they expect in teachers: openness to new ideas, willingness to be driven by results, and persistence in the face of difficulty. Monthly conferences invariably focus in depth on instructional issues. In addition, school administrators are expected to attend a number of special-topic institutes during the year. A key strategy is the supervisory "Walk Through" of each school. It begins with a meeting to review goals and objectives, analyze test data, and discuss the performance of teachers. This is followed by a visit to every classroom, involving interaction with students and teachers, and is concluded with an evaluation meeting. The Walk Through are both supervisory (underscoring the administrator's accountability) and supportive (providing the occasion for dialogue and coaching).

(3) Improving in educational system management

Roles of school administrators expanded further to include the responsibility for leading school reform that would raise educational performance. Success in leading reforms to increase educational performance often hinged upon 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.

Besides having knowledge in the core areas of education, the administrator must possess certain to carry out the skills i.e. interpersonal skills, planning skills, instructional observation skills, skills in research and evaluation. Interpersonal skills are essential for the success of being a administrator. These are skills that maintain trust, spur motivation, give empowerment and enhance collegiality. Relationships are built on trust and tasks are accomplished through motivation and empowerment wherein teachers are involved in planning, designing and evaluating various school programmes. Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves. Collegiality promotes sharing, cooperation and collaboration. Planning begins with clear identification of goals or vision to work towards as well as induce commitment and enthusiasm. Next is to assess what changes need to occur and which may be accomplished by asking the people involved, reading documents and observing what is going on. Observing (supervision) aims to provide teachers with feedback to consider and reflect upon. But teachers should make their own judgment and reach their own conclusions.

(4) Improving in professional development

The development of national and state standards will have significant and long-term implications for the professional development of school administrators. Providing high educational performance requires the school administrators to begin to view professional development as a necessity and not merely an add-on, and as an integral part of the daily work of administrators. Professional development for school administrators should focus on increasing their ability to recognize and foster excellent teaching and learning.
School administrators need to understand the integral role of professional development in the operation of the school and how to organize the school day to provide staff with opportunities for ongoing professional development. There is increasing recognition of the need for professional development and a better understanding that professional development needs to become an integral part of the daily life of the school. The government can play a constructive role in promoting professional development by establishing a new partnership with states and locals. Such a partnership based on cooperation needs to recognize the key roles all levels of government have to play in reforming education.

The improving of schools should focuses on professional development for teachers and administrators on providing students with the opportunities to meet state performance standards. The school administrators should be developed a knowledge driven professional development system that is aligned with challenging state content and performance standards and develop procedures that rely on assessment and peer review to complement or replace existing credit-based certification requirements. To encourage sustained, intensive high-quality professional development will require a new partnership of the federal government with states, universities, local school districts and schools. Such a partnership based on cooperation is central to the administration's education agenda. It recognizes that education is and always has been primarily a state responsibility. It also recognizes, however, that the federal government can and should have a leadership role in promoting reform throughout the nation.

5.7 SUGGESTIONS FOR GOVERNMENT’S POLICY

According to the results of the present research, the suggestions for the government’s policy should be as under:

1. The government should conduct the in service training for school administrators in order to increase the high performance school administrators i.e.

   (a) A high performance in improving the building and environment such as: improving adequate classroom and space for students and teachers to spread out, improving the classroom accommodation, improving the school sanitary, improving the school's information technology, and improving the school's safety;
(b) A high performance in improving the students’ academic performance or school productivity;

(c) A high performance in improving the instructional leadership. In the training, the school administrators need to practice about technique of knowing the strengths and weaknesses of teachers and technique of encouraging the teachers to perform for a job well done. They need to train to be an instructional resource on current trends and effective instructional practices. They need to train about the knowledge related to curriculum, effective pedagogical strategies and assessment. They need to train to be the effective communicator. Finally, in training, they need to create a visible presence which is focusing on learning objectives, modeling behaviours of learning, and designing programmes and activities on instruction.

(d) A high performance in creating a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making.

2. The government should conduct the research and evaluation about the present roles of school administrators in improving the educational performance and the expected roles or the desirable roles of school administrators in improving the educational performance of the schools in different situation. After the conducting of the research and evaluation about the present roles of school administrators in improving the educational performance and the expected roles or the desirable roles of school administrators in improving the educational performance of the schools, the government should construct the school’s standards.

3. Government policy should focus the professional development for school administrators on increasing their ability to recognize and foster excellent teaching and learning as well as the school management and focus on professional development for school administrators on providing students with the opportunities to meet state performance standards.

4. Government should play a constructive role in promoting professional development by establishing a new partnership with states and locals. Such a partnership based on cooperation needs to recognize the key roles all levels of government have to play in reforming education.
5. Government's policy should have the strategic plan about the system of professional development for school administrators. There are two main options available for the preparation of school administrators before they are appointed, or to provide development for practicing administrators after their appointed.

6. One of the most important policies of government in increasing the effective roles of school administrators in improving the educational performance is the requirement of the professional license. A license must be required for school administrators who seek employment in professional standards. Licensure requirements generally include experience as a school leader, graduation from a state accredited administration preparation programme, and a passing score on a nationally validated licensure exam. There should be the requirement of individuals to obtain a license or be certified before they can serve as a school administrator. The licensure must be limited to candidates with three or more years of teaching experience who have earned a certificate or degree from an accredited leadership preparation programme. The licensure systems are to ensure that states are producing a steady stream of administrators with the skills to lead schools effectively. Moreover, some systems deter potentially promising candidates from entering the field. To improve school leadership, government must first recognize that most leadership policies and regulations in their state can produce the kind of administrators needed by schools today.

7. There should be the core state standards focus on core conceptual understandings and procedures provide by government. Each of school is regulated by state standards. The point of this is to regulate what is being administrated in each school and ensure about the educational performance i.e. the achievement of students. If the school administrators can implement an appropriate set of benchmarks according to state standards for learning, the chances of students succeeding in the future will be greatly increased. Building on the excellent foundation of standards states have laid, the common core state standards in providing the young people with a high educational performance.

8. Government's policy should emphasize on the educational assurance to make sure that the students are given the tools they need to succeed. High standards of administration provide teachers, parents, and students with a set of clear expectations that everyone can work toward together. This will ensure that all of the students are well prepared
with the skills and knowledge necessary to be a competent citizen of the world they live. This is the important roles of school administrators in improving the educational performance.

5.8 RECOMMENDATION FOR FURTHER STUDY

(1) There should be a study of factors affecting on the effective educational performance.

(2) There should be a comparative study of educational performance in various level of education.

(3) There should be a study of the emerging role of school administrators in education reform.

(4) There should be a study of the improving teaching and learning in relation to the improving of school leadership.

(5) There should be a study of characteristics of effective school leaders.

(6) There should be a study of effective model for school administrators in improving the educational performance and professional standards.

(7) There should be an investigation of the daily work of effective professional school administrators in the school with high educational performance.

(8) There should be a study of perceptions with regard to the responsibilities of school administrators in the democratic management.
Reference


8. Ibid.


18. Ibid.

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