(REVIEW ARTICLE)

Leader administrator: A qualitative analysis based on teacher opinions

Ramazan Ertürki and Marcelina Budih Cleto *

Graduate Program School of Teacher Education, The National Teachers College, Metro, Manila, Philippines.

Abstract

This correspondence article aims to discuss the ideal attributes and behaviors deemed essential for a Leader Manager within educational settings, based on the perspectives and insights of teachers. The study explores the significance of leader characteristics, behaviors, and leadership styles in achieving positive outcomes in education. The findings suggest that all these characteristics are fundamental and contribute to the overall effectiveness of educational leadership. However, it is challenging to determine which characteristic is more significant, as they are interconnected and have relative influences. Specifically, the study emphasized the significance of an ethical character in the Leader Manager's demeanor, encompassing traits such as impartiality, reliability, fairness, constructiveness, patience, courage, and a commitment to democratic principles. These attributes were identified as foundational for fostering a positive educational environment, influencing teacher morale, student engagement, and overall school culture.

 In light of these findings, the study offers recommendations advocating for school administrators to embody these identified characteristics. It is suggested that school administrators prioritize the cultivation of an ethical character that demonstrates fairness, impartiality, and a commitment to democratic decision-making. Additionally, the study encourages administrators to embrace facilitative, empowering, and visionary approaches, thereby fostering an environment conducive to innovation, motivation, and support for teachers and students alike.

The implications of these findings highlight the pivotal role of the Leader Manager in shaping the educational landscape and underscore the importance of aligning administrative practices with the identified attributes to promote a thriving and harmonious school community.

Keywords: School Administrator; Leader characteristics; Teacher Opinions

1. Introduction

In the evolving landscape of educational leadership, the role of the Leader Administrator stands as a pivotal force shaping the academic environment. In this correspondence article, we delve into a qualitative analysis crafted from the invaluable perspectives of teachers. "Leader Administrator: A Qualitative Analysis Based on Teacher Opinions" endeavors to unravel the multifaceted dimensions of this crucial role through the lens of those directly impacted by their guidance and decisions. Join us on a journey that illuminates the nuanced insights, challenges, and aspirations articulated by educators, offering a comprehensive understanding of the Leader Administrator's profound influence within educational institutions.

The objective of this study is to elucidate how teachers perceive the role of Leader Administrators, exploring their opinions, attitudes, and beliefs towards their leadership style and impact. To discern the specific qualities or traits teachers value in Leader Administrators and how these traits contribute to a positive or negative work environment.

* Corresponding author: Marcelina B. Cleto; Email: marcelina.cleto@deped.gov.ph

2. Methodology

This correspondence article is based on a comprehensive review of existing literature on leadership roles of school administrators. Various research studies, articles, and publications were analyzed to gather information on school administrator leadership roles, styles and their impact on educational outcomes.

3. Results and Discussions

The findings of the study indicated that the leader administrator should be an ethical, facilitating, empowering, instructive, innovative, motivating, supportive and visionary manager. However, it is challenging to determine which characteristic is more significant, as they are interconnected and have relative influences. Different leadership styles have different outcomes for various stakeholders in education. For example, an ethical leader administrator is supposed to be fair, reliable, constructive, patient, courageous, understanding, and democratic. A facilitating leader administrator is supposed to guide teachers in determining goals and objectives, create an environment for solving problems and be open to suggestions, help students and teachers learn and support their learning; ensure that activities and objectives are carried out collaboratively, aim to facilitate all work performed at school, provide the teacher with autonomy in their duties, and create a school atmosphere that allows teachers to express their views. A leader administrator needs to be motivating to inspire, activate, guide and direct teachers. This can be possible with the sustainable professional development of administrators. A supportive leader administrators is supposed to appreciate teachers, help them, provide resources, make decisions collaboratively and support them emotionally. A visionary leader administrator is supposed to have the ability to create a vision, foresee the future and adopt practices that would increase school success. The impact of leadership styles of leader administrator on educational effectiveness is complex and multifaceted, making it challenging to isolate and define the most significant components for leadership effectiveness.

3.1. Implications

Insights gathered from teachers can offer specific guidance for Leader Administrators to refine their leadership styles, communication approaches, and decision-making processes. This can contribute to more effective and empathetic leadership within educational institutions. Understanding teacher perspectives can aid in creating a more positive and supportive school environment. Addressing concerns raised by teachers could lead to better morale, collaboration, and a sense of community among staff members. Overall, the implications revolve around fostering a more conducive and supportive educational environment by leveraging the insights gained from teacher opinions, ultimately benefiting both educators and students.

3.2. Suggestions

In accordance with the results of this study, research is needed to explore the interconnections and correlations among the teachers opinion regarding school administrators characteristics. Future studies can also investigate the impact of other factors, such as timing, special conditions, legislation, and personnel qualifications, on leadership effectiveness in education. This will provide a more comprehensive understanding of the complex nature of educational leadership and its outcomes.

4. Conclusion

In conclusion, this study highlights the significance of leader characteristics, behaviors, and leadership styles in educational leadership effectiveness based from teachers opinion. These characteristic are interconnected and contribute to the overall effectiveness of educational leadership. However, determining the most significant characteristic is challenging, as they all play a crucial role in achieving positive outcomes in education. Different leadership styles and characteristics have different impacts on various stakeholders in education, and the effectiveness of leadership is influenced by a combination of these characteristics. Understanding the components of educational leadership effectiveness has important implications for educational leaders and policymakers. By recognizing the importance of leader characteristics, behaviors, and leadership styles, educational leaders can enhance their effectiveness in leading educational institutions. Policymakers can also develop strategies and policies that support the development of effective educational leaders and create a conducive environment for leadership effectiveness.

Further research is needed to explore the interconnections and correlations among the teachers opinion regarding school administrators characteristics. Future studies can also investigate the impact of other factors, such as timing, special conditions, legislation, and personnel qualifications, on leadership effectiveness in education. This will provide a more comprehensive understanding of the complex nature of educational leadership and its outcomes.

Compliance with ethical standards

References

[1]   Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. Annual Review of Psychology, 60(2009).

[2]   Camargo, E. (2021). A Qualitative Study Exploring State School Leaders' Work With Teachers In Argentina

[3]   Ertürki, R. (2022). Leader Administrator: A Qualitative Analysis Based on Teacher Opinions

[4]   Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. Cambridge Journal of Education.

[5]   Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. Educational Administration Quarterly.

[6]   Hargreaves, A., & Fink, D. (2008). Distributed leadership: Democracy or delivery? Journal of Educational Administration.

[7]   Leithwood, K. A., Jantzi, D., & Steinbach, R. (1999). Changing leadership for changing times. Buckingham, UK: Open University Press.

[8]   Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The role of collective efficacy. Educational Administration Quarterly.

[9]   Leithwood, K., & Riehl, C. (2003). What we know about successful school leadership. Philadelphia, P.A.: Laboratory for Student Success, Temple University.

[10] Leithwood, K., Alma, H., & Hopkins, D. (2008). Seven strong claims about successful school leadership. School Leadership and Management.

[11] Nasreen, A. (2019). The World of a School Principal: A Qualitative Study of Secondary School Principals' Selection, Capability, and Current Practices in the Province of Punjab