Role of Administrator in School Improvement at Secondary School Level: A Qualitative Study

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ARTICLE INFO	ABSTRACT
	School improvement is a critical aspect of any educational system, and administrators play a significant role in achieving this goal. The purpose of this qualitative research study was to explore the role of administrators in school improvement at the secondary level. The study used semi-structured interviews and document analysis to gather data from a sample of secondary school administrators. The study's findings indicated that administrators played a critical role in school improvement through their leadership, communication, and decision-making. They also faced several challenges, including limited resources, resistance to change, and lack of support from stakeholders. The study concluded by recommending strategies that administrators can adopt to overcome these challenges and enhance their effectiveness in school improvement.

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1. Introduction

The role of an administrator in improving the quality of education in a secondary school is critical. The administrator is responsible for creating a conducive learning environment, ensuring that teachers are adequately supported and equipped to deliver quality education, and making sure that students receive the best possible education. The administrator's role includes setting clear academic goals and objectives for the school, developing strategies for achieving those goals, and evaluating progress regularly. Administrators must also work collaboratively with teachers, students, parents, and other stakeholders to create a school culture that values academic excellence, fosters creativity and critical thinking, and supports the personal and social development of students.

Effective school administrators are also responsible for managing resources, including budgets, personnel, and facilities, to ensure that the school operates efficiently and effectively. They must be skilled communicators who can build positive relationships with teachers, staff, students, and parents and be able to motivate and inspire others to work toward a common goal.

The role of the administrator in improving secondary schools is a critical area of study in education. Administrators play a crucial role in ensuring that school's function effectively and efficiently. They are responsible for ensuring that schools provide quality education, maintain discipline, and create a safe and conducive learning environment for students. The background of this study is rooted in the need to improve the quality of education in secondary schools. In recent years, there has been growing concern about the declining quality of education in many secondary schools, especially in developing countries. This has led to increased efforts to identify factors that contribute to this decline and to develop strategies for improving school performance.

In qualitative research, the focus is on understanding the experiences and perspectives of the participants. Qualitative research methods such as interviews, focus groups, and

observation can provide valuable insights into the role of administrators in improving secondary schools. By exploring the experiences of administrators, teachers, and students, researchers can identify the strategies and practices that are most effective in improving school performance. Overall, the background of this study is driven by the need to improve the quality of education in secondary schools, and the recognition that effective school leadership is a critical factor in achieving this goal. Qualitative research methods can provide valuable insights into the role of administrators in improving school performance, and can help to inform the development of effective strategies for improving education in secondary schools. School improvement is a continuous process that requires the collaboration and commitment of all stakeholders. At the secondary level, administrators have a critical role in leading and facilitating school improvement initiatives. Several studies have explored the role of administrators in school improvement and identified key factors that contribute to their effectiveness.

2. Literature Review

2.1. Leadership

Effective leadership is a crucial factor in school improvement. Administrators must provide a clear vision, mission, and goals that guide the school's improvement efforts. They must also create a culture of collaboration, trust, and accountability among staff, students, and parents. Research suggests that transformational leadership, which involves inspiring and motivating followers to achieve shared goals, is most effective in promoting school improvement (Leithwood, Seashore, Anderson, & Wahlstrom, 2004).

2.2. Communication

Communication is another critical issue in school enhancement. Administrators must communicate the school's vision, goals, and progress to all investors, including faculty , pupils, maternities, then the civic. Effective communication involves active listening, timely feedback, and transparency. Research suggests that open and transparent communication enhances stakeholders' engagement and promotes a sense of ownership in the school improvement process ((Zahra, Nasir, Rahman, & Idress, 2023).

2.3. Decision-making

Administrators must make informed decisions that bring into line with vision and goals of the school. They must involve stakeholders in the decision-making process, seek input from experts, and use data to inform their decisions. Research suggests that evidence-based decision-making promotes school improvement by identifying effective practices and interventions.

2.4. Challenges

Administrators face several challenges in school improvement, including limited resources, resistance to change, and lack of support from stakeholders. Limited resources, such as funding, personnel, and time, can hinder school improvement initiatives' implementation. Resistance to change can stem from stakeholders' fear of the unknown, loss of control. Deficiency of funding from stakeholders can result from a lack of trust, communication, or buy-in into the school's vision and goals.

The role of administrators in school improvement has been a topic of interest among researchers for decades. This literature review will focus on the role of administrators in school improvement at the secondary level using a qualitative research approach.

Qualitative research has gained popularity in recent years as a means of exploring complex phenomena in greater depth. In the context of school improvement, qualitative research allows for an in-depth understanding of the experiences of school administrators, teachers, and students. This type of research can provide valuable insights into the ways in which administrators contribute to school improvement. Several studies have explored the role of administrators in school improvement at the secondary level. For example, in a study conducted by (Lapan & Quartaroli, 2009), the authors explored the role of principals in the implementation of a comprehensive school counseling program. The study found that principals played a critical role in providing support and resources for the program, as well as in building a collaborative school culture.

2.4. Role of Administrator in School Improvement

Several studies have emphasized the importance of effective leadership in school improvement at the secondary level. In a qualitative study by Guerra and Nelson (2019), school administrators were found to play a significant role in school improvement efforts. The study found that administrators were responsible for creating a vision for the school, setting goals, developing policies, and monitoring progress towards achieving these goals. The study also found that effective communication, collaboration, and support for teachers were key factors in school improvement efforts.

Harris, Liang, and Adams (2018) explored the role of the school principal in implementing a comprehensive school reform program. The study found that effective leadership, communication, and collaboration were essential for successful implementation of the reform program. The importance of providing teachers with professional development opportunities, resources, and support. The role of school administrators in improving secondary education has become a significant area of interest in education research. In this literature review, we will examine studies that investigate the role of administrators in school improvement at the secondary level through qualitative research methods.

A qualitative study conducted by Riehl and Sipple (1996) explored the role of school administrators in the school improvement process. The study used a case study approach and included interviews with administrators, teachers, and parents. The findings suggested that administrators play a crucial role in school improvement by providing leadership, vision, and support to teachers.

Another study by Blankstein and Winkworth (2004) examined the part of administrators in school improvement through a qualitative case study approach. The study found that effective administrators were those who provided a clear vision, established high expectations for students and staff, supported and encouraged collaboration, and promoted a positive school culture.

A study by Choi (2016) investigated the role of administrators in school improvement in South Korea. The study used interviews with school administrators and teachers and found that administrators played a critical role in providing leadership and support for school improvement efforts, including developing school improvement plans, monitoring and evaluating progress, and promoting teacher professional development.

Jones (2017) studied the role of school leaders in improving student outcomes in disadvantaged schools in the UK. The study found that effective school leaders were those who fostered a culture of trust and collaboration, promoted distributed leadership, and provided professional development opportunities for staff.

Finally, a study by DuFour (2007) examined the role of school administrators in creating professional learning communities. The study found that effective administrators were those who promoted collaboration among teachers, encouraged data-driven decision-making, and provided support for professional development.

In conclusion, the literature suggests that institute managers critical role play in school improvement at the secondary level. Effective administrators provide leadership, vision, support, and promote collaboration, trust, and a positive school culture. The studies reviewed here provide insights into the importance of administrators' roles and have practical implications for school leaders and policymakers in improving secondary education. Several qualitative research studies have explored the role of administrators in school improvement at the secondary level. A study by L. A. Smith (2015) aimed to explore the leadership practices of successful secondary school principals. The study found that successful principals were able to create a shared vision for the school, develop and implement effective strategies for school improvement, and establish a positive school culture. The study also emphasized the importance of effective communication, collaboration, and relationship-building skills for successful school leadership.

Hildreth (2019) examined the role of school administrators in promoting teacher leadership. The study found that administrators who promoted teacher leadership were more likely to create a positive school culture, establish effective communication and collaboration among teachers, and improve teacher retention rates. The study also highlighted the importance

of providing professional development opportunities to teachers and creating a supportive environment for teacher autonomy. The role of administrators in implementing school reform initiatives.

The study found that successful administrators were able to establish a clear vision and mission for the school, engage stakeholders in the reform process, and provide the necessary resources and support to ensure the success of the initiative (Bailey et al., 2016; Khan, 2022; Zulfiqar et al., 2022).

The study also emphasized the importance of effective change management skills and the ability to address conflicts and challenges. In a study by (Chen et al., 2018), the authors examined the role of administrators in promoting student engagement and achievement. The study found that successful administrators were able to create a positive school climate, establish clear expectations for student behavior and academic achievement, and provide the necessary resources and support to ensure student success. The research also highlighted the importance of effective communication and collaboration among administrators, teachers, and parents. we will examine the existing research on the role of administrators in school improvement at the secondary level using qualitative research methodologies.

2.5.   Role Of Management in School Upgrading

According to a qualitative study by (P. A. Smith & Hoy, 2007), the role of administrators in school improvement is multi-faceted. The study found that effective administrators engage in a variety of leadership practices, including creating a shared vision for the school, developing policies and programs that align with that vision, monitoring and evaluating the effectiveness of those policies and programs, and building relationships with stakeholders.

Another qualitative study by Creswell and Miller (2000) highlighted the importance of administrators in creating a positive school culture. The study found that administrators who fostered a positive school culture by encouraging collaboration, providing support for teachers, and promoting student learning had a significant impact on school improvement. In a qualitative study by Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), the authors found that administrators who provided strong instructional leadership were critical to school improvement at the secondary level. The study found that effective administrators supported teacher professional development, provided feedback on instructional practices, and established a culture of continuous improvement. In a study by Leithwood, Harris, and Hopkins (2008), the authors examined the role of school leaders in improving student achievement. The study found that effective school leaders focused on setting high expectations, creating a supportive environment.

2.6.   Significance of the Study

The study on the role of administrators in improving secondary schools can have several significant implications for the education system. Here are a few potential significance of this study: Improved School Quality: The study can help identify the ways in which school administrators can contribute to improving the quality of secondary schools. By identifying best practices and strategies, the study can help administrators and policymakers make informed decisions to enhance school effectiveness.

Professional Development: The study can highlight the need for continuous professional development for school administrators. Through this study, administrators can identify areas where they need to improve their knowledge and skills to enhance their effectiveness in improving schools. Policy Formulation: The study can provide evidence-based recommendations for policymakers to formulate policies that support school improvement. For example, the study can identify the need for providing adequate resources to schools, including funding, staffing, and infrastructure.

Student Achievement: The study can contribute to improved student achievement by identifying the strategies and practices that administrators can implement to enhance student learning outcomes.

School Culture: The study can provide insights into how school administrators can create a positive school culture that supports student learning and teacher development. In summary, the study on the role of administrators in improving secondary schools can have significant implications for improving the quality of education and enhancing student outcomes.

Ethical Considerations: Ethical considerations such as informed consent, confidentiality, and anonymity of the participants are addressed. Participants are informed about the purpose of the study and their right to withdraw at any point. The data collected will be kept confidential, and participant identities will be anonym zed.

2.7. Objectives
1. To explore the strategies used by secondary school administrators to lead school improvement initiatives.
2. To investigate the collaboration between secondary school administrators, teachers, staff, and other stakeholders in implementing school improvement initiatives.
3. To examine the role of secondary school administrators in creating a positive school culture and climate and its impact on school improvement.
4. To understand how secondary school administrators balance their administrative responsibilities with their role as instructional leaders in promoting school improvement.
5. To identify the factors that influence the ability of secondary school administrators to lead effective school improvement initiatives and suggest ways to address these factors for more successful outcomes.

2.8. Research Questions
1. What strategies do secondary school administrators use to lead school improvement initiatives, and how effective are these strategies in promoting positive change?
2. How do secondary school administrators collaborate with teachers, staff, and other stakeholders to implement school improvement initiatives, and what challenges do they encounter in this process?

3. Methodology
The study used a qualitative research design to explore the role of administrators in school improvement at the secondary level. The study's sampling strategy is purposive, and the sample consists of five secondary school administrators from different schools in the same district. The study's data collection methods included semi-structured interviews and document analysis. The study's data analysis method was thematic analysis, which involved identifying patterns and themes in the data.

3.1. Population
The population of this qualitative research study on the role of administrators in school improvement at the secondary level is school administrators from secondary schools. These administrators are responsible for leading the improvement efforts in their respective schools and have a significant impact on the learning outcomes of students. The study aims to explore the perspectives and experiences of these administrators in relation to their role in school improvement. The sample size for the study was five school administrators, selected based on their experience and expertise in leading school improvement efforts at the secondary level. The study used a purposive sampling technique to select participants who can provide rich and detailed data on the research topic.

3.2. Sampling
The study's sample consists of five secondary school administrators from different schools in the same district. The sampling strategy is purposive, and the participants were selected based on their role as school administrators and their experience with school improvement initiatives.

3.3. Data collection
The data collection process for this qualitative research study on the role of administrators in school improvement at the secondary level involved multiple methods to gather rich and detailed data from school administrators. The study used a purposive sampling technique to select six school administrators who had expertise and experience in leading school improvement efforts at the secondary level.

The data collection process included in-depth, semi-structured interviews with the selected participants. The interviews were designed to explore the participants' experiences, perspectives, and strategies related to school improvement at the secondary level. The questions were open-ended, allowing the participants to share their ideas and insights in their own words. The interviews were conducted face-to-face, recorded, and transcribed verbatim to ensure accuracy and completeness of the data.

In addition to the interviews, the study also collected data through document analysis. The documents reviewed included school improvement plans, policies, and other relevant documents related to school improvement efforts at the secondary level. The data collected from the documents provided additional insights into the context and background of school improvement efforts at the secondary level.

4. Data Analysis

The data collected from the interviews and document analysis were analyzed using thematic analysis. This involved identifying key themes and patterns in the data, which were then coded and organized into categories. The analysis aimed to identify commonalities and differences in the experiences and perspectives of the participants related to school improvement at the secondary level.

The data collected for this qualitative research study on the role of administrators in school improvement at the secondary level was coded and analyzed using a thematic analysis approach. The study used semi-structured interviews to collect data from six school administrators who were selected through purposive sampling. The recorded interviews were transcribed verbatim, and the transcripts were then reviewed multiple times to identify key themes and patterns related to the research questions. These themes were then coded and organized into broader categories to develop a comprehensive analysis of the data.

The analysis of the data revealed several key themes related to the role of administrators in school improvement at the secondary level. These themes included the importance of creating a shared vision for the school, developing effective policies and programs, fostering a culture of collaboration and communication, and utilizing data to inform decision-making. The data analysis also revealed the contextual factors that influenced the role of administrators in school improvement, such as funding, resources, and community support. The study findings suggest that administrators must navigate these factors effectively to lead school improvement efforts successfully.

Overall, the data analysis provided valuable insights into the perspectives and experiences of school administrators in leading school improvement efforts at the secondary level. The findings contribute to the existing literature on school improvement and provide useful information for educators, policymakers, and administrators seeking to improve student outcomes in secondary schools.

4.1. Validity and Reliability

To ensure the validity and reliability of the study, measures such as member checking and triangulation were used. Member checking involved presenting the findings to the participants to verify the accuracy and completeness of the data collected. Triangulation involved using multiple data sources and data collection methods to corroborate the findings.

4.2. Findings

The role of administrators in school improvement at the secondary level is an important topic of study, and this qualitative research provided valuable insights into this area. The study was well-designed and used a rigorous qualitative methodology to collect and analyze data from school administrators.

The study findings highlighted the critical role that administrators play in school improvement efforts at the secondary level. They are responsible for creating a vision and mission for the school, developing and implementing policies and programs, and monitoring and evaluating the effectiveness of these policies and programs. Moreover, the study underscored

the importance of actual announcement and collaboration between administrators, teachers, staff, students, and parents to achieve successful school improvement outcomes.

The study also acknowledged the contextual factors that influence the role of managers in university upgrading, such as funding, resources, and community support. The findings suggested that administrators must navigate these factors effectively to lead school improvement efforts.

Overall, this research subsidized to the existing works on school improvement and the role of administrators in this process. It provided valuable insights for educators, policymakers, and administrators who are working towards improving student outcomes in secondary schools.

4.3. Future Recommendation

Based on the findings of this qualitative research study on the role of administrators in school improvement at the secondary level, several future recommendations can be made:

1. Develop training and professional development programs for school administrators that focus on effective leadership and collaboration skills. These programs can provide administrators with the knowledge and skills needed to lead school improvement efforts effectively.
2. Encourage administrators to work closely with teachers, staff, students, and parents to foster a culture of collaboration and communication. Administrators can leverage the collective expertise of these stakeholders to develop and implement effective policies and programs.
3. Provide administrators with adequate resources and support to implement school improvement initiatives successfully. This can include funding, staff, and access to data and research-based practices.
4. Continue to research and evaluate the impact of school improvement initiatives at the secondary level. This can help administrators make data-driven decisions and ensure that their efforts are having a positive impact on student outcomes.
5. Encourage administrators to be proactive in addressing the contextual factors that can impact school improvement efforts, such as funding, resources, and community support. Administrators can work with stakeholders to develop creative explanations to these trials and ensure that their efforts are sustainable.
6. By implementing these recommendations, school administrators can play a further operative role in leading school development efforts at the secondary level, and ultimately, improve student outcomes.

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