ROLES OF EDUCATIONAL ADMINISTRATORS

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ÖZET

Bir kurumda roller, makamda bulunan yöneticilerin görevleri ile ilgili özel davranış biçimlerini belirler. Her makamin belirli eylemleri ve beklenen davranışları vardır. Bu eylemler, makamda bulunan yöneticinin oynayacağı rolleri oluşturur.


A. INTRODUCTION

The purpose of this study is to submit some information related to the expected roles and behaviors of educational administrators and to analyze obstacles or problems that administrators meet while they are carrying out their roles.

Educational administration would simply be an extension of teaching and educational expertise would be shared by teachers and administrators. Shared by expertise is an attractive alternative because the educational knowledge of teachers will always compete with that of administrators. Some specialized knowledge of management and some skill in organizational matters would be necessary for administrators. But the question would become one of balance: Too much expertise in management could compromise shared educational expertise by creating unmanageable hierarchical distinctions.

As Sergiovanni (1991: 524) stated that the administrative function cannot be abstracted from other functions of the educational organization. Educational administrator should have the basic knowledge and

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administrative efficiencies in the administration theory and processes (Kaya, 1991: 132).

The educational administrator must be a teacher, a scholar and an educator whose administrative duties and responsibilities are so closely related to the purposes and processes or performed adequately apart from the intrinsic educational activities of the organization. Within this framework, the educational administrator is primarily a specialist in education or in some academic discipline rather than in administration (Sergiovanni, 1991: 524). The terms administrator and leader are used in administration are sometimes used in similar and different meanings. The administrator is the person who uses the organizational structure and procedures in order to realize the organizational objectives. In order to be accepted by the subordinates, he/she should consider ideas, feelings and beliefs and he/she should act appropriately. Without this effect, he/she only can be accepted as an administrator. A leader administrator is the person who unites the personnel’s loyalty to the actions and organizational objectives and acts freely without the authority resources and behavioral patterns (Aydın, 1994: 272).

Successful administrator means learning how to lead others, winning trust and respect, and, what’s often most important, striking the right balance between delegation and control (Hill, 1992: 35). Therefore the administrator should be the leader who realizes the organizational objectives, creates organizational atmosphere. In fact, the administrator takes his power from formal authority. However, only if he is accepted by other people, he can take the leadership position (Bursaloğlu, 1994: 208).

The administrator spends most of his/her time as general manager, but he/she would prefer to spend more time as curriculum instructional leader. The realities of the administrator’s job often prevent emphasis on the latter two areas of leadership (Lunenburg & Ornstein, 1991: 343).

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I will try to mention three different kinds of roles of administrators.

1. Leadership Role of the Administrator

   Effective leadership of administrators in curriculum and instruction is vital for improving schools. But most administrators don’t have time to be instructional leaders, no matter what their intentions are. Most spend their days dealing with the operation of school and attending unscheduled meetings (Ornstein, 1993: 28).

   Although there is considerable agreement in the literature on the need to improve leadership roles of the administrator, there is considerable disagreement on what behaviors or practices of administrators to be a general manager or instructional leader. According to one researcher, seven
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constraints make the roles and behaviors of administrator unclear: lack of precise definition of instructional leadership; disparities in the level of competence expected from administrators among university training; varying criteria for hiring and evaluating administrators; variety and fragmentation of the job, as well as unexpected interruptions; disputed notions of what is effective teaching; rewards and incentives that lack a relationship to goal attainment or performance; limitations imposed by collective bargaining and teacher contracts (Ornstein, 1993: 28).

As stated by Gümüşeli (1996), factors such as bureaucratic and legal obstacles, the limitation of time, different role expectations from the administrator, the lack of training in instructional leadership, the lack of vision, consistency and encouragement etc. have been limited the application of the instructional leadership role of administrators.

2. Managerial Role of the Administrator

Managerial role is essential for the administrator and is probably the most important aspect of school leadership.

Lunenburg & Ornstein (1991), cited from Daniel Katz and Robert Kahn, divide management skills into three major areas: These are technical, human and conceptual areas. Technical area includes good planning, organizing, coordinating, supervising and controlling techniques; human area deals with human relations and people skills, good motivating and moral-building skills; and conceptual area emphasizes knowledge and technical skills related to the service (or product) of the organization. For administrator, conceptual leadership connotes knowledge of curriculum, instruction, teaching and learning. (Lunenburg & Ornstein, 1991: 337). Managerial leaders with supportive style can encourage their subordinates and provide necessary conditions for continuous improvement. Managerial leaders must show patience in learning about their subordinates’ problems and have empathy with them. The educational administrator must concern with solving problems. The locus of the educational leader is dealing with and finding out solutions of problems (Khetarpal & Srivastava, 2000: 2-4).

3. The Administrator as Change Agent

Instructional leadership must include more than adopting a set of skills and behavior patterns. Administrators who have tried to improve their schools’ academic program over the past decade say that achieving permanent change requires specific strategies and not all of them implemented by the administrator. The main strategies are as follows:

1- Adopting Problem Solving: Change or innovation must be introduced in such a way that the staff can reasonably implement it.
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2- School Level Focus: Change must be focused at the school level where teaching and learning occur, not at the district level.

3- Compatibility: Successful reform depends on introducing changes that can be implemented and, more specifically, that teacher will accept.

4- Administrator’s Leadership: Successful implementation requires change in institutional arrangements and structures. The administrator is the key person for making such decisions.

5- Teacher Involvement: For teachers to cooperate fully, they must have time, resources and opportunities to collaborate and make decisions.

6- Top-down or Bottom-up Approaches: Under right circumstances, either approach can support change. The bottom-up approach encourages a sense of “ownership” among teachers. The top-down approach communicates a commitment from the principal that everyone is moving toward the same significant and shared goal.

7- Staff Development: Giving all staff member continuous participation, feedback and support is essential for school improvement.

8- Cooperation with businesses: Some of the most promising reforms and innovations include “partnership” between school and business.

At the school level, the administrator has the key task of realigning the needs of staff members with the school’s changing expectations. Administrators can do this by promoting trust, teamwork, and an enthusiasm that might be described as “school spirit” (Ornstein, 1993: 29-30).

As a conclusion, it can be said that expected roles and behaviors of administrators are different. Therefore, it is necessary to carry out the above-mentioned roles for administrators. If administrators succeed to play these roles, it will be easier and more effective to realize the organizational objectives.

REFERENCES

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