

A Diagnostic Framework for School Administration and National Development

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Abstract *The framework of school administration emphasize all aspects of school management that is aimed at achieving excellence in school performance and administration both in terms decision-making process, governance and preparation of teachers and students. The paper reviewed and reflects on how these practices can contribute to the larger purposes of education in a democratic society. While pursuing the purposes advanced in the framework for school administration, the paper highlighted the school tasks administrators and the need to be flexible in the implementation of school policies and programmes. The paper concluded by identifying characteristics behaviours expected of a good school administrator among which is to be passionate about connecting with teachers and students and suggested that school administrators should update their career with the current trend of administrative styles*

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INTRODUCTION

As the growth of educational institutions is taking place at a rapid pace, there is a huge demand for administrators who would help in the expansion of the entire institute to develop sustainable framework. The School Administration framework therefore, is designed to enhance the administrative capacity of the school by focusing on the relationships, leadership and administrative practices of teaching and non-teaching staff. It supports a culture of continuous improvement of school facilities for effective teaching and learning. The effectiveness of any school organization depends greatly on the ability of the school administrator to create, direct, maintain and operate purposive actions through coordinated cooperative human effort. Therefore, school administration is the process of coordinating and integrating both human and material resources for the achievement of the goals of the school system. This definition depicts that:

- administration as a process is continuous and dynamic;
 - human and material resources are involved;
 - it is oriented towards achievements of set goals; and
 - it involves interrelated activities of planning coordinating, organizing and leading and controlling.
- School administration is the process whereby school heads coordinate the efforts and activities of both staff and students toward school goal achievement. It is the day-to-day performance of leadership roles of the school heads. For the school administrator to be effective and efficient in the discharge of his/her administrative functions, the person needs to be acquainted with the application (Akpan, 2016)

Framework for Successful School Administration

Effective head teachers provide a clear vision and sense of direction for the school. They prioritise and focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of their strengths and weaknesses of their staff. They know how to build on their strengths and reduce their weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on means that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students (National College for School Leadership, 2001). National Standards for Head teachers (2004) identified six core professional administration frameworks. According to the body it applies to all phases and types of schools. These include:

- **Shaping the Future:** creating a shared vision and strategic plan for the school (in collaboration with governing body) that motivates staff and others in the community;
- **Leading Learning and Teaching:** head teachers taking responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to lifelong learning;
- **Developing Self and Working with Others:** building effective relationships and building a professional learning community through performance management and effective professional development for staff;
- **Managing the Organisation:** improving organisational structures through self-evaluation, organisation and management of people and resources in order to build capacity across the workforce and deploy cost-effective resources;
- **Securing Accountability:** head teachers are accountable to students, parents, carers, governors, the local authority and the whole community to provide a high-quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely;
- **Strengthening Community:** creating links and collaborating with other schools, parents, carers and other agencies to share expertise and ensure children's well-being (Department for Education and Skills, 2004)

School Administrative Models

Peretomode, (1995) views administration as an activity concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, supplies, finance, space and work technique. However, Æ Nwachukwu (1992) defined administration as the guidance, leadership, and control of the effort of a group towards the achievement of common goals. To Adebayo (2001) administration is the organization and direction of persons to accomplish a specified end.

There are several leadership models preferred for administrative purposes but this paper focused on two main theories of leadership

Transformational: (Burns 1978) opined that leadership is most often associated with vision; setting directions; restructuring and realigning the organisation; developing staff and curriculum; and involvement with the external community. Four core sets of leadership practices, building vision and setting directions, understanding and developing people, redesigning the organisation, managing the teaching and learning programme.

Pedagogical/Instructional leadership: According to Robinson, Hohepa and Lloyd (2009), transformational leadership has traditionally emphasized vision and inspiration, pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching. It sees the leader's prime focus as responsible for promoting better outcomes for students, emphasizing the importance of teaching and learning and enhancing their quality. The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.

The core set of concepts for Pedagogical/instructional leadership includes; establishing goals and expectations, resourcing strategically, planning, coordinating, and evaluating teaching and the curriculum, promoting and participating in teacher learning and development, ensuring an orderly and supportive environment, creating educationally powerful connections, engaging in constructive problem talk, selecting, developing and using smart tools

School Evaluation

In many countries there has been a move away from school evaluation which compliance with central

policies and procedures towards much greater stress being placed on the need for schools to evaluate themselves as part of wider strategies of school improvement. Partly as a result of this strengthened school autonomy, the role of external evaluation has undergone significant change and achieving a much closer alignment between self-evaluation and external evaluation has become a key policy objective. Self-evaluation has the merit of being immediate and responsive to the school's specific needs and circumstances and its results are 'owned' by the school. However, self-evaluation which serves the needs of accountability is subject to inevitable tensions between rigour and depth on the one hand and a natural desire not to undermine the confidence of parents and superiors on the other. As a result, self-evaluation is more a tool for managing development than for challenging assumptions or for arriving at conclusions which threaten key actors in the school's hierarchy.

The involvement of externality in school evaluation, therefore, both provides that element of distance from the internal dynamics of the school and gives the kind of perspective and challenge to assumptions and to the interpretation of evidence. This can lead to greater rigour in the process. Externality can be achieved in a variety of ways. Who evaluates, what is evaluated and how, and the ways in which the results are agreed and communicated must be explicit concerns for policy from the outset. Clarity is needed about the nature of externality and about the contexts within which it is important.

How to Create Effective School Administration

For schools to perform effectively, empowerment of the school head is crucial. And to improve school leadership, principals and administrators must have continuous training on education management for them to cope with the fast-changing world of digital learning. Babalola (2015) stated that the areas where school productivity could be measure is the standard of teaching in quality and quantity as well as good academic achievement in external examinations such as WAEC or/and NECO.

Without which the realization of the school goals is a mirage. In this regard, it is of enormous importance to the school administrators who are to supervise the learning opportunities to discern areas where teaching could be defective to strategically prevent them. Nevertheless, if the School failed to realize its goals and objectives, all the blame from the government and the school host community shall be directed towards the school administrator. This is perhaps because he/she is

the major Supervisor of instructions in the school system. (Babalola and Aliyu, 2014),

Evaluation Systems for School Administrators

Effective schools should not only be established by effective school administrators but they should be managed by them as well. The skills of school administrators are directly proportionate to the school's success and efficiency. In other words, the school administrator is a leader in the school and his management is directly related to the school's existence. Administrator evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work.

- Performance of Students
 - Leadership Practice
 - Professional and Job Responsibilities
- Florida Consortium of Public Schools (2016) identified the following:
- Support effective instruction and student learning growth; results must be used when developing district and school-level improvement plans. Provide appropriate instruments, procedures, timely feedback, and criteria;
 - Continuous quality improvement of the professional skills of instructional personnel and school-based administrators; results must be used when identifying professional development. Include a mechanism to examine performance data from multiple sources;
 - Opportunities for parents to provide input on employee performance evaluations when appropriate. Differentiate among four levels of performance: Highly Effective, Needs;
 - Improvement, and Unsatisfactory. Provide training and monitoring programs to ensure that all individuals with evaluation; and
 - Responsibilities understand the proper use of the evaluation criteria and process.

Basically, there are four levels at which school administrators' performance are evaluated:

- highly effective;
- effective;
- needs improvement; and
- unsatisfactory.

The performance rating must provide realistic feedback that promotes actual professional growth and improves learning environments. The evaluation system must have the capacity to be used as a growth model, not just an accountability system. Evaluation results must be

used to determine appropriate professional development for instructional and administrative personnel.

Teacher Evaluation

Combining improvement and accountability functions of teacher evaluation typically has two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development, i.e. the improvement function. It involves helping teachers learn about, reflect on, and adjust their practice. Second, it is aimed at holding teachers accountable for their performance in enhancing student learning, i.e. the accountability function. It typically entails performance-based career advancement and/or salaries, bonus pay, or the possibility of sanctions for underperformance and usually involves evaluating performance at nodal points in a teacher's career. Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges.

When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open and willing to reveal their self-identified weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training. However, when teachers are confronted with potential consequences of evaluation on their career and salary, the inclination to reveal weaker aspects of performance is reduced, i.e. the improvement function may be jeopardised. In practice, countries rarely use a pure form of teacher evaluation model but rather a unique combination that integrates multiple purposes and methodologies.

Task of School Administrator

Administration is the process of bringing people, ideas, and materials into such relationships that an enterprise moves efficiently toward the achievement of its objectives. Administration implies the formulating and constant review of objectives. It implies planning. It includes organizing, managing, and directing. It contemplates the control of quality and the evaluation of results. Although the enterprise being administered is the essential determinant of the character of the administrative task, administration itself is intrinsically processed. The major task of school administrator is to oversee the day-to-day functions of schools at every level: daycare centers and preschools, elementary and secondary schools, and colleges and universities. They provide leadership in times of crisis and lay out optimistic

visions for the future of the educational institutions they serve.

Educational administration differs in a number of respects from other types of administration, there apparently are some common elements. Lazarsfeld (1963) highlighted four major tasks faced by all administrators which vary chiefly in relative emphasis:

- the administrator must fulfil the goals of the organization;
- the administrator must make use of other people in fulfilling these goals, not as if they were machines, but rather in such a way as to release their initiative and creativity;
- the administrator must also face the humanitarian aspects of the job. He wants people who work for him to be happy. This is morale the idea that under suitable conditions people will do better work than they will under unsuitable conditions; and
- the administrator must try to build into his organization provisions for innovations, for change and for development. In a changing world, people must adapt to changing conditions.

Meador, (2018) in like manner listed the following as roles of the school administrator, it includes;

Role in Student Discipline: A principal role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

Role in a Teacher Evaluation: School administrators also are responsible for evaluating their teachers' performance following district and state guidelines. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom.

Role in Developing, Implementing, and Evaluating programmes: Developing, implementing, and evaluating the programs within the school environment is another large part of a school principal's role. A school administrator should always be looking for ways to improve the student experience at school. Programs within the school should be evaluated every year and tweaked as necessary.

Role in Reviewing Policies and Procedures: School administrator should have their stamp on the handbook. He or she should review, remove, rewrite, or write policies and procedures every year as needed. He or she must make sure students, teachers, and parents know what

these policies and procedures are and to hold each individual accountable for following them.

Role of in Schedule Setting: There are many different schedules in which a school administrator may be required to create including a bell schedule, duty schedule, computer lab schedule, library schedule, etc. It is the responsibility of the school administrator to cross-check each of those schedules to ensure that schedules are not putting too much on any one person at once can be difficult. The administrator should also, be prepared to make adjustments to schedules once the year begins and be flexible to changes.

Role in Hiring New Teachers: A vital part of any school administrator's job is to hire teachers and staff that are going to do their job correctly. Hiring the wrong person can cause you huge headaches down the line while hiring the right person makes your job easier.

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

Role in Delegating: They must rely on other people to assist them with getting things done and trust that they are going to do the job well.

School administrators are responsible for overseeing all the administrative duties at schools from preschool through post-graduate levels. An administrator tries to keep programs running smoothly and provides leadership on both ordinary days and in times of crisis. Budgets, logistics, schedules, disciplinary actions, evaluations and public relations fall under the purview of educational administrators. They also have a hand in matters like planning events and implementing curriculum. School administrators must ensure that their school follows regulations set by local, state and federal authorities. Every person who works for a school, from teachers to academic advisors to custodial workers, ultimately reports to an educational administrator (Bruens, 2012)

Who Makes a Good Educational Administrator?

According to Bruens, (2012) someone who is a good school administrator should have the following characteristics:

- attentive to details;
- service oriented;
- good at planning and organizing;
- empathetic and sociable;
- highly diplomatic;
- skilled in identifying problems and brainstorming potential solutions;
- excellent at written and oral communication as well as presentation;
- comfortable working independently and collaboratively;
- passionate about connecting with teachers and students;
- service-oriented; and
- excellent at oral and written communication.

Effective School Administration and National Development

Ololobou (2003), defined development as the transformation of the social, cultural, political and economic life of society to bring an improvement in the quality of life of people. Wilson (2009), stated that national development is the ability of the nation to grow socially, culturally, morally, economically, spiritually, politically and technologically in order to improve the standard of living for its citizens

Education is the key instrument that brings about positive changes in the life of individuals and society at large. Maduewesi (2005) opined that education is a universal aspiration and also an instrument of development and social integration. FRN (2004), stated that "the federal government of Nigeria has adopted education as per excellence for effecting national development". Education is therefore a great necessity for human existence on earth because it helps to prepare, equip and secure learners/individuals' life and also provide them with the basic foundation to function and develop well in their society.

Everywhere in the world, both developed and under-developed nations are investing on education. This is mainly because education is perceived as a tool for national development and a solution to problems facing humanity. The administration of education at the

secondary level helps produce high-level manpower. Inyamah (2011) states that in this age and time, education is aiming to produce human beings that are intelligent, knowledgeable and hopefully leaders in their various fields of endeavours. These qualities will go a long way in promoting national development. The administration of education at the secondary level helps produce high-level manpower. Inyamah (2011) states that in this age and time, education is aiming to produce human beings that are intelligent, knowledgeable and hopefully leaders in their various fields of endeavours. These qualities will go a long way in promoting national development.

CONCLUSION

Schools seem to be much better at ensuring that the right mechanisms and framework are in place to identify, develop, promote and retained effective teaching and learning. Effective school administrator is one of the most significant influences on every student's progress in school. But this cannot be achieved without the cooperation of teachers, parents and students. It therefore, important for school administrators to apply the right framework in the administration of schools to achieve set goals and objectives. The roles of administrators are to ensure all schools, teachers, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their futures.

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