

## FEATURES OF SCHOOL DIRECTORS AND THE QUALITY IN EDUCATION

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### ABSTRACT

With the leadership of directors we mean an effective and qualitative leadership, because directors should be accountable and responsible for organizing contemporary work in school. An effective leadership depends on the quality of information, good and active relations with the collective. It should also be collaborative, communicative and flexible with school stakeholders namely the teachers and students. But how principals have this function it will be explained in this paper, in this scientific work methodology will be questionnaires, where the research will be conducted in four high schools in the city of Rahovec and Gjakova. Therefore the purpose of this research paper is the impact of features of school principals in improving the quality of education. This research will be based on the theory of personality. What the results are for these settings of school principals will see further in this paper.

**Keywords:** School principals features, communication, cooperation is, flexible, teachers, students etc.

### INTRODUCTION

The biggest debate taking place in recent years is what are the features that should school directors have. Also education leaders have become a priority in the policy agenda in many countries of the world all this because the directors play an important role in improving the quality of education. Even in Kosovo, the problem in our schools is not good quality of education based on the indicators which are 1. Average grade of the students which is 3.0 and 2. Matura test, the practicability of which is 57%, so according to these indicators is that the quality of our schools is low.

For the role of director of the school, the capabilities and features that should he or she have cited multiple authors, some of these authors will be mentioned below. Directors have more responsibility than ever before (Chrispeels, 2004) except that dealing with personnel issues, disciplinary problems of students, parents' concerns, and negative publicity in the media, directors must ensure that all students in public schools to be successful (GENTILUCCI & Muto, 2007) So, accountability for directors is very high because they have to work and provide everything what is needed to be successful schools.

Likewise, the author (Leithwood, 1992) and his colleagues give us more case studies and make synthesis of all these cases, which show that school principals as the primary ones, as well as medium, concentrate on creating conditions suitable for school development, helping in finding and determining possible sources, the development of collaborative cultures in all subgroups of teachers, supporting and promoting the professional development of teachers, establishing and overseeing relief structures commitment to improving teacher quality in school. One of the authors who wrote about this subject is even (Mulford, 2003) where in the book, "School Leaders: Changing Roles and impact on teacher and effectiveness", citing "the shortcomings of a school, as a result of deficiency in leadership ". According to him, to be of high quality in education, school principals;

- Should make certain reforms,

- Have a different vision,
- Have the support of professors and collaborative network including other schools.

While the authors (Berman & McLaughlin, 1978) (Murphy & Hallinger, 1987); (Hallinger & Heck, 1998); (Milstein, Bobroff, and Restine, 1991) (Duke, Grogan, Tucker, and Heinecke, 2003) identified based on scientific research that "principals are an important catalyst in improving the quality formula". Also believed that a good director is the key to a successful school. Apart thoughts and quotes from multiple authors for features, the role of school principals also have numerous theories of one of them is the theory of personality traits

### **AIM OF THIS PAPER**

The purpose of this research paper is the role and features of the director of the school in improving the quality of education.

### **THEORY OF PERSONALITY FEATURES**

Author (Northouse, 2010) recalls a summary and confrontation of several studies conducted in the early 20th century until the 2000s conducted by some researchers in America and Europe, respectively (M.Stogdill, 1974), Mann (R ., 1950), (Kirkpatrick, SALocke, EA, 1991), (Zaccaro, SJ., Kemp, C. & Bader, P., 2004). Research on properties of personality leaders have not intended to represent a quantity, which is the model assumptions of management needed for certain situations or what a leader should do in different situations.

The aim of this theory is to determine what makes some people better or great leaders, therefore it is called the theory of the "great man" .This approach defines leadership as the basis of organization and effectiveness of performance theory of personality presents concepts for factors impact on staff development and different behaviors and helps to understand which of us is special.

According to this theory successful managers are managers born, and this theory is based on the concepts of great men based on historical analysis of successful global managers and their personality. The theory of personality studies mostly physical characteristics and personality aspects of leadership gifts. Generally, the supporters of this theory have reached 5 major features: intelligence, confidence, determination, integrity and collaboration.

### **METHODOLOGY OF WORK**

As a working methodology herein are made questionnaires and interviews with the directors of the top high schools in the city of Gjakova and Orahovac which was collected quantitative and qualitative data will then become their analysis and discussion.

Questionnaires was for teachers and students of schools that have participated in research where the first part will share including demographic such as age, sex, success, years of schooling, education etc. and the rest has to do with the role, skills and features of the school principal. So through questionnaires will be collected quantitative data. Interviews were done with school principals who had taken part in research where qualitative data were collected. Before the distribution of questionnaires was obtained consent from MEST to allow me to do this research and thus after the adoption is made allocate the questionnaires that have been participating itself.

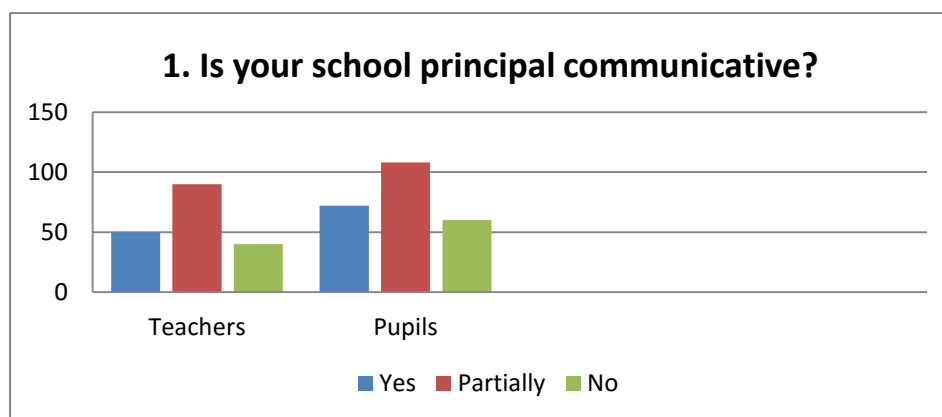
Participated total of four high schools in the above two in the city of Gjakova and two in the town of Orahovac. Number of students in every school was 60 so total 240 students while the number of teachers in each school was 40 so total 160 teachers. After collecting the questionnaires was made to classify them and then was made analysis of results.

## THE RESULTS OF THE QUESTIONNAIRE STUDENTS AND TEACHERS

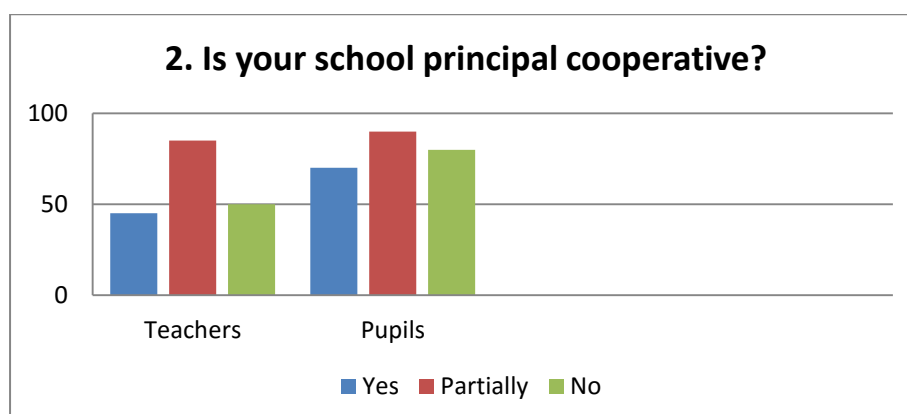
Questionnaires of students and teachers in total has content through their 6 variables which are collected perception of students and teachers in the characteristics and particularities of school principals and their impact on improving the quality of education.

Question: Is your school director communicative? 240 students responded, 72 students said yes, 108 students partially and 60 for No. While the results for teachers, 40 teachers yes no, 90 said partially and 30 no.

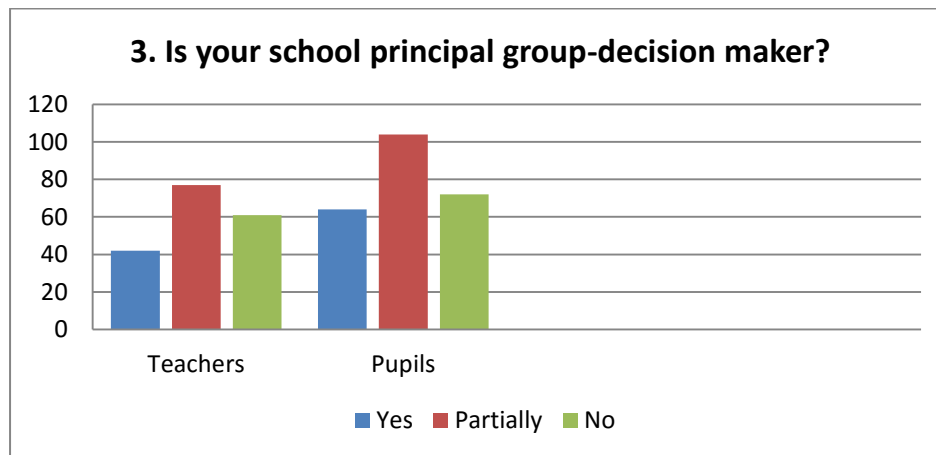
These results are also shown in the diagram



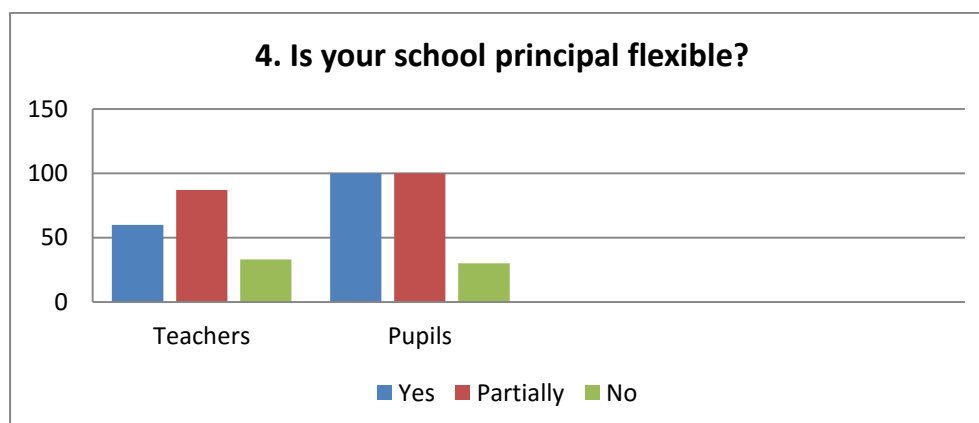
2. For the second question is your school principal cooperative, 70 students said yes, 90 said partially and 80 said no. Regarding to teachers, 45 said yes, 85 partially and 50 said no.



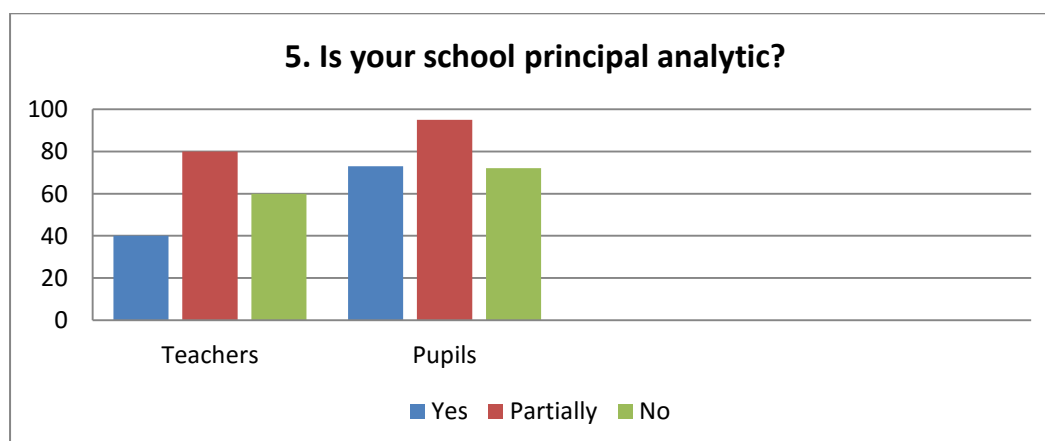
3. In the question is your school principal group-decision maker? 64 students said yes, 104 partially and 72 said no, regarding to the teachers 42 said yes, 77 partially 61 said no. Data is represented in the diagram.



In the question is your school principal flexible: 100 students said yes, 100 students partially 30 said no. Regarding to the teachers, 60 said yes, 87 partially, 33 no.



In the last question is your school principal analytic: 72 said yes, 95 partially and 72 said no. For the teachers, 40 yes, 80 partially, 60 no. This data are represented in the diagram.



These were the results of teachers and students about the particulars of the directors of the schools that participated in the research. While some discussions and conclusions will be presented following chapter

## **DISCUSSION AND RECOMMENDATIONS**

On the basis of data obtained from the questionnaires will see how is the positioning of the director of schools mentioned above with this theory or personality traits For an analysis of this theory are taken variables: "cooperative", "decision-making group", "analytical", "communication" and "flexible", where indicates what are the characteristics of Directors. The perception of teachers and students to feature the director as "cooperative" .

In reviewing the literature, we have seen the importance of collaboration between the director of the school with teachers, students, and this cooperation is almost a very important weapon in the quality of the school. How are school principals following cooperative will reflect results where our research found that school principals partially cooperative. But what attitude or perceive students as collaborative feature director? The attitude of the students understand the chapter "survey results", according to which the answer is Partially also had the same thought.

So our research finds that in all schools partly principals working in this direction, then the attitude of teachers and students corresponding to that school principals have this feature -as part cooperative which is also characterized as one of the basic managerial functions. Although according to the literature is one of the personality traits according to the results we see that the directors (manager) partially cooperative schools where this is reflected in students.

### **The perception of teachers and students to feature the director as "incentive"**

With variable "incentive" seek to measure another characteristic of personality Based on the above mentioned results show that the perception of students to the school principals as drivers was low level as perceived by the teacher while she was even lower levels.

I as a researcher can conclude: if principals according to results teachers and students grasp partially or almost very little this feature stimulant then seek to understand that this can be reflected in the failure to carry out work properly and encouraging students to a quality highest

### **The perception of teachers and students for the directories feature as "analytical"**

One of the duties of school principals is to manage systematic analysis of the quality of students based on a system of qualitative and quantitative indicators, monitoring and evaluation of student achievement, and this compared to previous years with other counterparts and the results of Matura exam. But how school principals have this feature will look at the results of the following: where the view is partially teachers in some schools the little. To the results of the students had almost the same perception such as supporting teachers to this feature of school principals.

Therefore, based on our research results suggest more attention to school principals about this feature because it is key country in students because according to the analysis conducted by

school principals regarding the success of the students might know where they are stuck in any area where then take further steps for improvement.

### **The perception of teachers and students to feature the director as "communicators"**

Although according to the literature director of the school should be noted that communication by results partially school principals are communicating this information based on the results of the descriptive analysis of the teachers I based on these results and as a researcher can conclude that school principals should be more communication with teachers since communication is the key to resolving any problem or any positive modification can do to improve quality in school.

But how students perceive this feature see based director descriptive analysis: Based on the results it appears that fewer school principals communicate with students but teachers perceive their school principal and less communicative than the students based on the results their. Consequently, teachers and students who participated in the research we can conclude that the achievement of a more effective communication between directors, teachers and students also affects the performance of the school building and communication may not bring much disgruntlement at school Our observations in schools during the research did not find the expected communication come between principals and teachers .Komunikimi the right of directors to teachers and students affect highest cooperation between them. Results suggest the use of this feature as a good opportunity for directors of schools to choosing any problem and success in general.

### **The perception of teachers and students to feature the director as "flexible"**

The perception of students and teachers for the school principal features as above is more flexible compared to the other features mentioned above. Referring to the results we see that principals possess this trait in a higher percentage than other features mentioned above and can we conclude that the principals are willing to change and improve quality are therefore capable of being on trend. Finding The results show that school principals possess a higher percentage of this feature and it is welcome for our schools because the feature of flexibility is one of the factors which affect the quality improvement and for a better school of modern

### **The perception of teachers and students that the principal is in group decision making**

Although the group decision making is easy for principals from the analysis of the results shows that very few directors in group decision making based on our research so more work individually it's based on descriptive analysis of teachers which were partially opinion Based on the results of the teachers see little school principals make decisions in the group so its directors make decisions without giving teachers the opportunity slip through decision or not entitle teachers to take collective decisions.

The perception of students was a slightly higher percentage in comparison with the school principal teachers as decision makers in this group based on analysis Knowing that schools feel successful if the directors in their work with teachers and students consult and take decisions in the group, but our research finds almost exactly the opposite that school principals are very few stakeholders in the group and can konkudojë that, in these schools do not do well in meeting this factor and if teachers and students are not stakeholders in the

group then Aiming to understand if this is not reflected in their commitment to quality përmrësimitin school.

From all this can come to a conclusion based on research that school directors who have participated in the research partially possess these personality trait can therefore conclude that the recognition and assessment of personality gives an individual the opportunity slip through above a picture clear to see themselves as directors and how they fit with the institution that manages.

## RECOMMENDATIONS

One of the recommendations based on the data obtained during the research are:

- The school principal should work more with students and teachers;
- Every problem and every change that will occur in the school should be reviewed with teachers and students therefore be the decision-making group;
- Also to succeed school principals should make analysis of school success because its basis can we know that the need to improve the quality of school;
- Directors should be cooperative.

While MEST recommend that heads of schools to advance more in training and numerous programs regarding features that should have them.

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