



# THE LEADERSHIP QUALITIES, ACHIEVEMENTS AND CHALLENGES OF OUTSTANDING SCHOOL ADMINISTRATORS IN CHINA: CASE ANALYSIS

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## Background of the Study

Nearly one hundred percent of Administrators surveyed for the National Center for Education Statistics' 2020-21 Global Teacher and Administrator Survey felt they had significant influence over various school activities decisions, particularly hiring teachers and establishing discipline. Thus, school leadership is becoming a global education primary concern. The necessity of rethinking the role of academic administrators has been necessitated by more school flexibility and a greater emphasis on education and student outcomes. There is a tremendous opportunity for improvement regarding the professionalization of school management, the support of present school administrators, and the promotion of school leadership as an appealing career option for future candidates. The aging of incumbent Administrators and the severe lack of eligible candidates to succeed upon retirement necessitate immediate action.

Globally, the school management has risen to the top of education policy priorities. It plays a crucial role in enhancing school outcomes by affecting teachers' motives and skills and the school atmosphere and environment (Netolicky, 2020). Effective school leadership is vital for enhancing the effectiveness and fairness of education. As nations endeavor to adjust their educational practices to the demands of modern society, the demands for schools and school administrators are shifting. Numerous nations have progressed

toward decentralization, granting schools greater autonomy in decision-making and increasing their accountability for performance. Moreover, the necessity to enhance overall student performance while serving increasingly diverse student populations puts pressure on schools to implement more evidence-based teaching techniques. As an outcome of these developments, the job of school leadership is progressively characterized by a set of demanding responsibilities, including management of financial and human resources and management of learning.

The essence of leadership is the capacity to translate a vision to life. A successful leader should exhibit exceptional organizational acumen, a drive for change, and, most crucially, the capacity to tackle challenges that require the focus of every member of the organization. A leader's responsibility is to create and communicate a vision to establish what is important, express a framework for action, and motivate others (Louis, 2019). Leadership is not limited to a title, the top rank in an organization, or the ability to exercise the organization's power. Nevertheless, leaders emerge at every juncture; those who participate foster a commitment to work toward a common goal that any number of forms of being might successfully attain.

Moreover, as a teacher and future leader, the researcher is also interested in this research, which emphasizes the provision of crucial data which would serve as the conduit for adapting, empowering, and generating methodologies in managing schools, the leadership styles that they are trying to implement as an Outstanding School administrator, as well as the characteristics, achievements, and challenges that they face in their work as administrators. The researcher would conceive this study so that these exceptional school administrators may serve as role models for others. The greater the number of inspirational leaders, the greater the performance of schools.

### **Significance of the Study**

The Ministry of Education, school administrators, educators, students, and future researchers can draw applicable insights from the study's participants, which is a valuable contribution to their work.

## Research Design

This study will utilize the qualitative method of analysis, primarily descriptive phenomenology in exploring the leadership qualities and challenges of the outstanding school administrators of Guillin Province. In academic research, descriptive phenomenology is commonly used to investigate and explain a persons' living experiences. It is an overview of fact-finding with an adequate review of the study. It deals with circumstances, actions, beliefs, feelings, and processes. Since this study investigated the outstanding school administrators' experiences, including their accomplishments and the challenges they encountered, descriptive phenomenology is most appropriate.

When looking closely at the research problem, the descriptive phenomenological approach is the best suited to analyze the responses. Phenomenology explores the experience of life itself and how it is translated into knowledge. The purpose of descriptive phenomenology is to explain a specific event, or its presence, through the respondent's practical experience (Streubert & Carpenter, 2015; Merriam, 2017). A vivid description of the incident, thinking, consciousness, interpretation, and emotion offer personal experiences and a clear understanding of an event. Descriptive phenomenology has created a valuable explanation of somebody's experience with scope and depth (Spiegelberg, 1975).

## Summary of Findings

### 1. The leadership qualities of the Outstanding Administrators

The most common qualities of the administrators were passion and love for work, integrity, transparency, honesty, respect, commitment, skills, humbleness, and fear of God.

All the Administrators were instructional leaders and their main goal is to promote students learning and growth. Quality of instruction is their focus.

Eight (8) out of ten Outstanding Administrators practiced fairness; All led by example; Seven Administrators practiced transparency; Four practiced collaborative / participative leadership; and six Outstanding Administrators led with a heart to make student success pivotal to their work.

## 2. The Achievements of the Outstanding Administrators

All the Outstanding Administrators had awards received for their good performance; they achieved school and students awards in contest, school projects were realized, conducted school-based seminars for teacher development, implanted MOE Programs and policies, rendered expert services as resource speaker/facilitator in various trainings; they attended seminars and workshops conducted research, published articles; and implemented innovations through their programs and projects in their respective schools.

## 3. Challenges of the Outstanding Administrators and coping with them

The most common challenge among all Administrators is inadequate physical resources like school building, maintenance etc. For inadequate facilities, Administrators established strong partnership with the community and other stakeholders.

## Conclusions

The following conclusions were derived from the findings of the study.

1. All of the administrators, had enough experience in school leadership management, and were doctorate degree holder. Most of them were assigned in big schools which they considered as great opportunity. Their passion and love for work, integrity, transparency, honesty, respect, commitment, skills, humbleness, positivity in everything, fairness and fear of God made them as Outstanding Administrators.

2. Their Leadership Qualities showed that they all geared towards the improvement of quality education.

3. Outstanding Administrators were awarded for credible achievements which contributed to the upliftment of students' and teachers' performance and the attainment of quality education in general.

4. Outstanding Administrators' experiences of challenges in the school were the manifestations that they were outstanding leaders and coping up with positive attitude is common among them.

## Recommendations

Based on the findings and conclusions of this study, the following are recommended:

1. All schools under the MOE are encourage to join the search for Outstanding Administrators to recognize the high performing and Outstanding Administrators of their respective areas.
2. MOE program planners may design seminar/workshop on work attitude and values enhancement that will help the Administrators and teachers. This will lift the positive attitude in performing the duties assigned to them of and to better cope up with the challenges along the way.
3. For MOE Supervisors, they may encourage all teachers to pursue professional development and advancement.
4. Outstanding Administrators may also engage in mentoring program to help other Administrators. Through this, they can share their good qualities, leadership qualities, achievements and challenges in school management.
5. For aspiring Outstanding Administrators, they may continuously develop themselves through professional development activities and benchmarking of practices Outstanding Administrators.
6. For teachers, the achievements and challenges of the Outstanding Administrators revealed in this study can be adopted as their guide if they aspire to become future leaders.
7. Similar study should be conducted in other regions. Result will serve as springboard in the development of programs towards the improvement of the Administrators and future school heads.