Graduate Journal of Interdisciplinary Research, Reports & Reviews
(Grad.J.InteR$^3$)
ark:/85846/JPR3.2024AR.02020103

ISSN(E): 2584-2919
Vol.02, No.02 (2024)
pp.103-109

# Educational Administration, Management, and Leadership: The Role of the 21st-Century Teacher

Kotra Balayogi

*Unity College of Teacher Education, Dimapur, Nagaland, India*
*ORCID:https://orcid.org/0009-0003-2914-2918*
Email: drkotrayogi@uctedimapur.org (corresponding author)

(Received:13-10-2024; Accepted:16-11-2024; Published Online:21-11-2024)

**ABSTRACT:**
The education sector in any developing country caters to the production of a large resource pool of competent and capable citizens who would, assumably, be able to promote and enlighten the country's progress to a considerable extent. The educational institutions, in a natural way, are flooded with large gatherings comprising teachers, students, maintenance staff, caregivers, librarians, lab assistants, and the like to ensure the smooth running of the same. All of these require good monitoring and synchronization for efficient and unhindered functioning. Administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving the stipulated goals of that organization, and when applied to the educational institution system, it is referred to as educational administration or institution administration. Administration occurs in every organization, and the present study focuses on the role of a teacher in getting things done for defined objectives to be accomplished. He/she should be decisive, diligent, consistent, and organized. The 21st-century teacher's role is to teach, guide, and mentor students, mingle with staff members, and demonstrate directing ability along with leadership, personal, and professional skills.

**Keywords:** Administration, Leadership, Management, Student, Teacher Role, Teaching

## 1. Introduction

The education sector serves as the backbone of national development, particularly in developing countries, by cultivating a resource pool of skilled and capable citizens. These individuals contribute to the progress of their country by driving innovation, improving productivity, and fostering socio-economic growth. Educational institutions are vital centers where this transformation occurs, involving a diverse mix of individuals, including teachers, students, librarians, caregivers, and administrative staff, working together to ensure the seamless functioning of the system [1, 2, 3]. Swami Vivekananda said, there is no knowledge without a teacher and teaching is a profession, not a job, might be in a college or school or any in research Centre [4]. One would have become a teacher either by choice/by chance but one has to do justice to the profession and concern for students, are commitment to the profession, confident, continue to be learner, character of self, etc. The teacher is an educational administrator and there is no second opinion.

A teacher's role extends far beyond just teaching. An effective administrator is one who can plan, organize, manage, and implement strategies with precision. This involves not only establishing clear goals but also setting achievable objectives, contributing to the overall success of the institution, and actively participating in all related activities. An administrator plays a crucial role in school system decision-making, ensuring that decisions align with the institution's goals and vision [5, 6]. They are responsible for overseeing tasks and ensuring they are completed efficiently and to the highest

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

standard, achieving the desired outcomes while maintaining a commitment to excellence and satisfaction in all assigned responsibilities. Effective administration is essential for managing the complexity of the institutions. Educational administration involves systematically organizing and coordinating the available human and material resources to achieve institutional goals [7]. It ensures that every component of the educational system works harmoniously to provide quality education and foster a conducive learning environment [8].

In the 21st century, the role of teachers has expanded significantly. They are now expected to possess not only subject expertise but also critical leadership and organizational skills. Teachers must demonstrate consistency, decisiveness, and diligence while fostering teamwork and innovation. These qualities enable them to adapt to changing educational demands and inspire both students and staff [9, 10].

This study highlights the evolving role of teachers in educational administration, with a focus on their ability to balance teaching, leadership, and collaboration. It underscores the need for teachers to equip themselves with personal and professional skills to address the challenges of modern education and contribute effectively to institutional development.

## 2. Objectives

i Subject Knowledge and Familiarity with the Syllabus

ii Methods of Teaching and Classroom Management: 21st Century Teacher Role

## 3. Methodology

The study has been conducted based on the method of document review in accordance with the qualitative approach of research and has been done on the basis of the secondary sources of data like books, research journals, etc. towards “Educational Administration, Management and Leadership: Role of 21st Century Teacher”.

## 4. Discussions and Interpretation

### *4.1. Subject Knowledge and Familiarity with the Syllabus*

#### *4.1.1. Knowledge of Curriculum*

Institutions are affiliated to various boards. They have their own syllabi, norms are set to conduct the written exams, Practical exams to say, CBSE, ICSE, other State Board Schools, and Matriculations schools are there. There are schools which follow UK pattern syllabus (British International schools), other countries syllabus too. Thorough study of curriculum would certainly help a teacher to plan the completion of syllabus to the fullest satisfaction on expected lines like month-wise split-up, term-wise split- up, periodical tests, and examination schedule and so on as per requirement.

#### *4.1.2. Be Aware of Evaluation Pattern as Per Scheme of Board*

Conducting assessment tests, evaluation scheme are important aspects in teaching learning process and teachers have to follow strictly the norms prescribed without any deviation for the uniformity. The marks secured by the students are associated with the proper understanding of the topics taught certainly, it is evaluation of self for teacher and thereby he/she shall be able to modify the way of teaching. The marks secured by students (low performance), to ponder over where lies the problem.

### *4.2. Methods of Teaching and Class Room Management*

#### *4.2.1. Teaching Methods*

There are various methods, techniques used in teaching learning process. Teaching has to be child centered and he/she have to create interest in the subjects whatever do they teach , raise curiosity why, why not, a sense of creativity, More than that whatever is being taught, to be linked with daily life, it’s application so that students shall definitely be ready to learn. Every teacher has to find ways and means which method does it suit for conceptual learning .Learning is an on-going process and he/she have to take up some innovative practices under action plan, for effective learning by students and would help self-development and grow professionally and there are many subjects

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

at school level, so there will be changes in methods of teaching. For example, to teach English ,one has to speak, conversation, dialogue, dramatize, mano acting, so on, for mathematics Inductive method like students centred particular to general, deductive method like teacher centred, project method like learning by doing, activity method like action oriented, hands on experience, play way method like flexible in learning takes place unknowingly, discussion method like open ended, students involvement for science, demonstrating experiments in class room or in the Lab showing some working model/static model. Technology comes to our help. For social Science use of Atlas, Globe, Maps India, world Map, State wise maps of country to narrate about a particular state, Charts, historical facts by narration, so on. Here comes the primary duty of a teacher to decide where, which one to be used. In short a he/she has to prepare, plan for the appropriate teaching aids, could be even improvised. Teachers might take 2/3 sections of the same class and sometimes the very same method in all sections may not serve the purpose, since students do have different calibres in understanding/comprehension abilities. In that case teachers have to modify to the level of students. In brief it is not the method but the outcome from teaching is very important. In every subject, there are certain specific skills to be acquired by the students at the end of every class. When a student moves to the next higher class he/she must have acquired the minimum level of learning in every subject and no detention up to class VIII, does not mean students do move to next class just like that without acquiring the minimum expected skills and feel in order to avoid dropouts there is no detention. It is the duty of every teacher to see that students go to the next higher class with minimum expected outcome skills in every subject.

*4.2.2. Use of Technology*

On any account, technology definitely can't replace a teacher who is physically present in the class room. Nowadays students have greater access to information, thanks to IT evolution and computerisation has made a perceptive impact on every aspect of human life; education is one of the areas. While there is an advancement in technology, a teacher has to equip himself/herself to use gadgets wherever it is required to know, referring various academic sites, authorized software for additional information other than text books, to facilitate students think beyond.

*4.2.3. Classroom Management and Teaching*

Here teacher has to pay more attention and has to be discipline in a class. If discipline is there, learning takes place. Discipline starts with a teacher, to be a role model, to set an example, to be assertive, at the same time to be impartial / to be fair. There could be some disruption in class room which has to be managed/addressed in a kind and calm way, instead of reactive, one has to be proactive. Sometimes a sense of humour shall pave the way to bring back the students for good climate of learning. A class is heterogeneous. Teaching has to be in such a manner catered to 3 types of students like visual, auditory, and kinaesthetic. There are some slow learners too, who take time in understanding, comprehending, hence the language used by the teacher has to be simple and easy to follow and if necessary one has to repeat the statements/definitions. The class has to be active not passive, allowing students to interact. In a period of about 40 minutes duration, student's participation could be to the extent of 10 minutes. Students are to be encouraged to ask, not to have to fear, clarify doubts. This would certainly bring a healthy atmosphere for proper learning and he/she has to proceed from simple to complex, known to unknown, linking with previous knowledge. Teachers have to identify who need guidance and help / facilitate to understand and may be some students who are inattentive, careless. The language used by a teacher has an impact, so teacher has to be careful while talking to such kind of students and the words such as," keep it up, am with you, you can, I am proud of you, done well, happy to meet you," shall help students to pay more attention in studies creating a feel of teachers have concern for them. I do like to give more emphasis on the part of teachers who handle classes 1 to 5. We say primary classes and very word primary means important (fundamental / essential / basic / predominant). Fundamentals, rather

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

basics are being taught, on which further teaching in next class takes place. There is continuity, a sort of vertical integration. Foundation must be strong enough on which further learning takes place effectively. Teaching has to be value based. NCERT has clearly specified the values to be inculcated / developed. Social values, honesty and loyalty kindness to animals and fellow beings,, character, educational values, aesthetic values, respects to elders, punctuality, cleanliness, self -discipline, health, cultural values, dignity of work, cooperation, sharing and caring, so on The teachers have to put efforts to incorporate in teaching learning process so that such kind of values are absorbed by 21st century students.

*4.2.4. Activities: Teacher Role*

Contribution as a Member of the Institution: A school has both teaching and non-teaching staff and can't run just like that. A team work lead by a leader of the team and are committees like admission, discipline, display boards, Subject wise academic convenors, students forum,, school magazine, purchases etc. with a convener for smooth functioning. There are various clubs like Nature club, Maths club, Science club, Literary club etc. or departments like Furniture, Audio Visual, Computer lab, Time table, Examination, Library, Science Labs, Language labs etc.,).Class teacher / Co class teacher. It goes without saying; a teacher has to involve to be member of a club, department or committee. An Institutional Planning is being prepared by the school head just before the academic session begins and the name of every teacher shall be found in some committees or the other. In short a teacher is given opportunities to exhibit his / her talents, extend support to the up lift of the school in manifold dimension, as an outstanding institution. Collaboration with Colleagues: This is an essential quality, to be free with clear mind, to share, clarify doubts, to discuss and seek help for an academic excellence. Strength of each teacher can contribute for school improvement. It is nothing but the process of working together to achieve a common goal. Progress of the students and their achievements are ultimately our concern and aim. Growth of Organisation and he/she grow with the institution not in the sense of physical but make the school an outstanding, reputed one in the located area and have to be loyal to the organisation / institution where they work. Let all the teachers possess the feeling of belongingness of the Institution and tell the students to have this virtue.

*4.2.5. Non- Scholastic Subjects*

A school is not for knowledge only. The overall development of a student is a must, physically strong, mentally alert, and emotionally stable, spiritually balanced. A teacher has to create interest, so that students do participate in all school activities and encouragement to be given to take part, not the question of winning or losing. The activities namely sports and games, music and arts, co-curricular activities, club activities, house system, yoga and so on. It is to be seen a student takes part wherever he or she is interested in. Students are to be encouraged and guided optimum use of the facilities available, for developing their innate talents and skills.

*4.2.6. Parents Rapport*

A school is a home away from home. Parents send their children to school with lot of expectations and most of the parents do visit the school to know the performance of their wards. There may be some requests, suggestions, complaints vary parent to parent, which has to be handled carefully. First and foremost is to listen to them with attention and interest. Some can't be solved on account of rules and regulations of the organization .If necessary the Head of the Institution is to be informed, seek his/her guidance and help, to solve the problems. Parents are interested in progress of their wards, we, the teachers are also equally interested. Teachers, Parents, Students are the 3 sides of a triangle. Mutual respect, frequent interactions are to be there for a congenial atmosphere and smooth function of Institution.

*4.2.7. Remedial Classes*

Teachers shall be able to identify the students who are slow learners within a period of 2 to 3 months. Even the initial test results will give an idea who is all slow learners, where do they have problems, the reasons for low performance to be found out, analysed. The kind of errors what do they make, such as, unable to

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

comprehend, may be careless making simple mistakes, conceptual errors, computational errors, be noted. Students are to be dealt individually and separately, right kind of guidance at the right time to be given. With the permission of School head remedial classes be conducted either during school hours or after school hours. Parents are to be informed the measures undertaken by the authority and their support to be sought.

#### *4.2.8. Goal Setting*

At very beginning of the academic year, teachers have to set target of getting quality results, not less than, of course 100% results and an institution name and fame go by the results of the school . Initial target may be kept, thinking rationally, with the range of marks spread, so to say, 40 to 50, 50 to 60 , so on 90 and above, estimating how many students would be there. Once target is kept, action plan will be taken up with positive note. Before the final Examination, the initial target be modified as revised target since some students might have improved by the action taken by the teacher. Teachers have to work with confident, commitment that is under their care.

## 5. Findings and Conclusion

A teacher has to be thorough in his/ her subject and be updated and teachers have to read other than text books whatever subjects teach, to give additional information. As and when change is required, one has to accept the change for the betterment and go with flow in the right direction and it is not what a teacher knows but how does a teacher communicate with the students and others. It is vital matter to ponder over. It is a two way process, speaker and listener. This aspect can be ascertained by a teacher when feedback is given by students how far they have understood what has been taught. Here comes, it is not the question of teaching but the question of learning. The test of a good teacher is not how many questions he/she can ask his pupils that they will answer readily, but how many questions he inspires them to ask which he finds it hard to answer. Make the teaching and learning a joyful experience and one has to think beyond, it is not what do you do, make a difference how do you do, propagating positive attitudes. Plan your work and work for your plan, to attain set in goals. Do understand the students. Be a continuous learner. Let all children under your care, be educated in the real sense, and acquire the life skills and other abilities, to be successful in their life and let every student become a good citizen of our Nation, better human being and serve the Nation. Believe passionately in what you do, never compromise standards and values, aim for true excellence and he/she are national builders and take pride that you are a inspiring teacher.

**Authorship contribution:** Dr Kotra Balayogi is sole author.

**Funding:** No funding was used to support this research and the preparation of the manuscript.

**Conflict of interest:** The authors have no conflict of interest to report.

**Declaration:** The study has been conducted based on the method of document review in accordance with the qualitative approach of research and has been done on the basis of the secondary sources of data.

**Similarity Index:** The authors hereby confirm that there is no similarity index in abstract and conclusion while overall is less than 10% where individual source contribution is 2% or less than it.

## References

[1] Mohrman, S. A., Lawler, E. E., & Mohrman, A. M. (1992). Applying Employee Involvement in Schools. Educational Evaluation and Policy Analysis, 14(4), 347-360. https://doi.org/10.3102/01623737014004347

[2] Marks, H. M., & Louis, K. S. (1997). Does Teacher Empowerment Affect the Classroom? The Implications of Teacher Empowerment for Instructional Practice and Student Academic Performance. Educational Evaluation and Policy Analysis, 19(3), 245-275. https://doi.org/10.3102/01623737019003245

[3] Rice, E.M. and Schneider, G.T. (1994), "A Decade of Teacher Empowerment: An Empirical Analysis of Teacher Involvement in Decision Making, 1980-1991", Journal of Educational Administration, Vol. 32 No. 1, pp. 43-58. https://doi.org/10.1108/09578239410051844

[4] Rubi, (2023). Swami Vivekananda's vision and Indian education system, International

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

Journal of Applied Research. 9(2), 242-245. https://doi.org/10.22271/allresearch.2023.v9.i2d.10619

[5] Alutto, J. A., & Belasco, J. A. (1973). Patterns of Teacher Participation in School System Decision Making. Educational Administration Quarterly, 9(1), 27-41. https://doi.org/10.1177/0013161X7300900104

[6] Rinehart, J. S., Short, P. M., Short, R. J., & Eckley, M. (1998). Teacher Empowerment and Principal Leadership: Understanding the Influence Process. Educational Administration Quarterly, 34(1_suppl), 630-649. https://doi.org/10.1177/0013161X980341004

[7] Bridges, E. M. (1976).A model for shared decision making in the school principal ship: Educational Administration Quarterly .3(1), 49-61. https://doi.org/10.1177/0013161X6700300106

[8] Bacharach, Bamberger, Conley, Bauer. (1990).The dimensionality of decision participation in educational organization: The value of a multi-domain evaluative approach. Educational Administrative Quarterly, 26(2), 121. https://doi.org/10.1177/0013161X90026002003

[9] Bolin, F. S. (1989). Empowering Leadership. Teachers College Record, 91(1), 81-96. https://doi.org/10.1177/016146818909100104

[10] Barth, R. S. (2001). Teacher Leader. Phi Delta Kappan, 82(6), 443-449. https://doi.org/10.1177/003172170108200607

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.

## Copyright and License

[© 2024 **Kotra Balayogi**] This is an Open Access article published in "Graduate Journal of Interdisciplinary Research, Reports & Reviews" (Grad.J.InteR$^3$), a **Diamond Open Access Journal** by Vyom Hans Publications. It is published with a Creative Commons Attribution - CC-BY4.0 International License. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

## How to Cite?

Kotra Balayogi (2024). Educational Administration, Management, and Leadership: The Role of the 21st-Century Teacher. *Graduate Journal of Interdisciplinary Research, Reports and Reviews*, 2(02), 103-109. Retrieved from https://jpr.vyomhansjournals.com/index.php/gjir/article/view/28

© 2024 Author(s). This article is published under the CC-BY license at http://jpr.vyomhansjournals.com.