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The Effect of Master's Degree Administrators in Educational Administration on the Success of the School

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ABSTRACT

Managers with a master's degree have a better education and leadership knowledge. Therefore, they can be more effective in the management of the school and increase the success of the school. In addition, master's programs can give administrators a better analytical thinking, problem solving, strategic planning, and resource management skills. These skills can help them become more effective in the management of the school and increase the success of the school. This can help administrators better manage the school's budget, resources, staff, and other critical factors. However, it should be noted that having a master's degree alone is not enough. The impact of administrators on school achievement depends as much on leadership skills, experience, consistency and ability to collaborate as it does on a master's degree. Therefore, when assessing the impact of a master's degree in educational administration on the success of a school, it is important to take into account the competencies of the individual and the context in which they operate. In this article, a literature search was conducted on which components of the Master's Degree in Educational Administration Administrators are effective in the success of the School. Since this article includes discussions about whether education and experience alone is sufficient for administrators who are doing a master's degree in the field of education, it is thought that it will guide the researchers who will work in this field in the future.

INTRODUCTION

School administrators with a master's degree can contribute to a better management of schools. This can help schools provide students with a better education and prepare students for a better future. But while a master's degree is thought to have a positive impact on a manager's education and leadership skills, it's important to note that training and experience alone do not guarantee effective leadership. Leadership is a combination of several qualities, such as communication skills, problem-solving ability, and the ability to inspire and motivate others to achieve common goals. It is also remarkable. Because organizational culture affects the effectiveness of a leader in a given context, such as stakeholder

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relations and external factors that affect the operations of the organization. But these benefits may not be fully beneficial if not combined with other factors, such as the qualities of leadership, its relationships with teachers and other stakeholders, school culture and context, and other leadership skills. Therefore, for school leaders, rather than simply obtaining a master's degree, they are required to continually develop and apply their leadership skills and competencies while remaining open to opportunities for continuous learning and development.

Literature Review

The Effectiveness of a Leader

Because of the role of school leadership, school administrators are responsible for ensuring that adequate teacher development and learning takes place in their schools. The involvement of school heads is vital to the success of the initiation and mentoring processes in schools. A review of the literature on the role of the school head in teacher onboarding and mentoring programs highlights the emergence of the following four categories:

- (1) objective duties and responsibilities for early career teacher support;
- (2) types, patterns and forms of support;
- (3) the benefits and effects of school heads' participation; and
- (4) leadership and commitment to programs (Kutsyuruba and Walker, 2020).

However, the study emphasizes that school administrators play an important role in the implementation of the teacher onboarding and mentoring program by providing various types of support to beginning teachers (Benjamin Kutsyuruba and Keith D. Walker, 2020).

Asrar-ul-Haq & Anwar (2018) states that the concept of leadership is as old as the history of individuals who have strived to form and manage groups in order to perform certain tasks. In the past, detailed studies of leadership have led to the emergence of multiple leadership theories and models that fit different contexts and influence different outcomes (Asrar-ul Haq & Anwar, 2018).

Asrar-ul-Haq and Anwar (2018) emphasize the importance of leadership throughout history and also note that the study of leadership has led to the emergence of multiple theories and models, such as trait theory, behavior theory, situational theory, and transformation theory. Each of these theories offers a different perspective on leadership and highlights the different factors that contribute to effective leadership. Therefore, understanding different leadership theories and models can be useful in developing strong leadership skills and promoting leadership effectiveness in a variety of contexts. For example, trait theory argues that leadership can be explained by innate traits, while behavior theory explains leadership according to the consequences of the leader's behavior.

Situational theory focuses on situations where leadership is influenced, while transformational leadership theory focuses on the leader's ability to influence team members and increase their potential. Understanding different leadership theories can help increase the effectiveness of leaders in this context (Asrar-ul-Haq & Anwar, 2018).

Most of them are related to qualities, abilities, skills, attitudes and communication. Northouse (2007) argues that effective leadership involves a combination of traits, skills, and behaviors, including but not limited to intelligence, self-confidence, determination, honesty, emotional intelligence, communication skills, and problem-solving abilities (Northouse, 2007; as cited in Asrar-ul Hak & Anwar, 2018).

Hallinger and Heck (2011), in their research on the instructional leadership of school administrators, stated that the instructional leadership activities of school administrators are related to school development (Gift, 2022). Hallinger and Heck (2011) address the four key dimensions of instructional leadership as follows: defining the school's mission and goals, managing the curriculum, fostering a positive school culture, and providing support and recognition to teachers. It was concluded that teacher satisfaction and student success were higher in school principals who exhibited these instructional leadership behaviors. Therefore, developing strong instructional leadership skills among school leaders can be an important factor in supporting school development and improving student outcomes (Gift, 2022).

Hallinger et al. (2016) agree that instructional leadership skills benefit school development (Gift, 2022). It is important that school leaders have the necessary skills to effectively manage their schools in order to create and maintain a positive school culture that can lead to better academic outcomes for students.

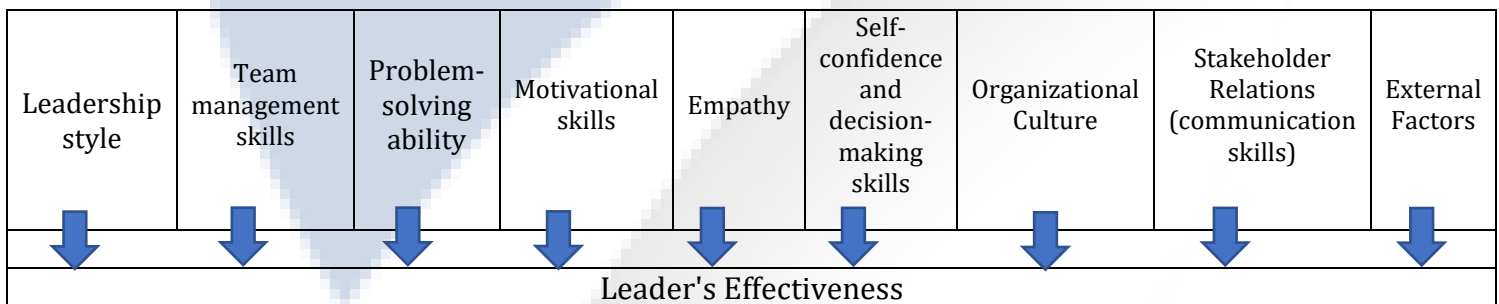
In a study conducted by Tubawene Kanyimba in Katewa and Claassen (2015), they reported on the benefit of education to transformational leadership for sustainable development among school principals in Namibian schools. As a result of the research, they concluded that education for sustainable development can be seen as a tool to support transformational leadership as it benefits the sharing of responsibilities, the opening of communication channels and the promotion of change in the context of leadership and the management of personal hygiene. Therefore, transformational leadership can be seen as an effective tool for sustainable development and should be supported by school principals. This can help schools achieve the sustainable development goals and improve the well-being of students and society.

Research comparing teacher learning systems at the international level shows that countries that perform highly in international assessments are investing more in work-based, collaborative and continuous learning for teachers in addition to rigorous pre-service teacher training programmes (Darling-Hammond et al. 2017; Mourshed et al. 2011; Varkey 2018; Wei et al. 2009; as cited in Kim and Lee, 2020).

Therefore, countries that prioritize continuous professional development opportunities for teachers may be more likely to see success in their education systems. This research highlights the importance of investing in the professional development of teachers in education systems.

In addition, the professional development of teachers helps teachers to be more motivated and advance in their careers. Professional development opportunities allow teachers to further develop themselves, progress towards becoming a better teacher and take on leadership roles in school.

Table 1. Factors Affecting the Effectiveness of the Leader



Source: Table 1 Created by the authors.

A leader's leadership style, management skills, and organizational culture can influence teachers' motivation and performance. The team management skills of a school administrator who has completed a master's degree in the context of leadership can facilitate collaboration and communication between teachers, and the ability to problem-solve can help teachers effectively solve the challenges they face.

Empathy can help the leader show sensitivity to teachers and focus on their needs, while self-confidence and decision-making skills can help the leader make the right decisions and gain the trust of teachers. Stakeholder relations can make it easier for the leader to communicate effectively with stakeholders outside the school (parents, community members, local government, etc.).

Finally, external factors (e.g., economic conditions, political factors) can affect the school's performance, and how the leader deals with these factors can also affect the success of the leadership.

Table 2: Some Field-Based Studies

2017	Horn, A. S., Jang, S. T.	<p>The Impact of Graduate Education on Teacher Effectiveness: Does a Master's Degree Matter?</p> <p>The study by Horn and Jang (2017) explores the relationship between teachers' postgraduate education and their effectiveness in the classroom, with a particular focus on the impact of master's degrees. The study draws on data from a large, urban school district in the United States and uses value-added models to measure teacher effectiveness. The findings suggest that, in general, teachers' master's degrees do not have a significant impact on their effectiveness in the classroom. However, the study found a positive relationship between teachers' master's degrees and student achievement in certain fields, such as math and science, as well as a positive relationship between teachers' effectiveness in teaching advanced courses to students with disabilities.</p>
2022	Gift, M.	<p>Impact of Principal Instructional Leadership Practices on Students' Academic Performance in Zambia</p> <p>The study found that principals with a master's degree improved school achievement, but this effect became more pronounced when coupled with the principal's experience.</p>
2023	Li J, Chan PWK, Hu, Y.	<p>The Effects of Principals' Instructional Leadership on Primary School Students' Academic Achievement in China: Evidence from Serial Multiple Mediating Analysis</p> <p>Researchers examine the mediating roles of teacher professional development, teacher collaboration, and teacher feedback in the relationship between principals' instructional leadership and students' academic achievements. The study provides evidence that instructional leadership of principals has a significant positive impact on teachers' professional development, teacher collaboration, teacher feedback, and ultimately students' academic achievement. The findings suggest that improving instructional leadership at the principal level can contribute to improving student outcomes in elementary schools in China.</p>
2015	Ladd, H. F., Sorensen, L.	<p>Do Master's Degrees Matter? Advanced Degrees, Career Paths, and the Effectiveness of Teachers</p> <p>The study by Ladd, Sorenson, and Sorenson (2017) examines the relationship between teachers' advanced degrees (especially master's degrees) and their effectiveness in the classroom, and the career paths associated with advanced degrees in teaching. The study draws on data from North</p>

		<p>Carolina public schools and uses value-added models to measure teacher effectiveness. The findings suggest that, on average, teachers' advanced grades do not significantly improve their effectiveness in the classroom. However, teachers with advanced degrees in certain fields, such as math and science, appear to be more effective. Furthermore, the study suggests that teachers who earn advanced degrees in education tend to move into administrative or non-teaching roles, while those who earn degrees in subject areas tend to remain in the teaching profession. Overall, the study concludes that the relationship between advanced degrees and teacher effectiveness is complex and varies by subject area and career path.</p>
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Source: Table 2 Created by the authors.

The Best Way to the School Headmaster's Floor?

This role plays an important role in the success of schools and improving the educational and training lives of students. Some of the steps to do for this are generally as follows:

- In order to become a school administrator in addition to gaining education and experience, it is usually necessary to have a bachelor's degree in teaching or school administration. It is also important to have experience in school management or administrative positions.
- By interacting with school administrators, teachers, staff and students, it is necessary to have strong leadership skills.
- It is necessary to recognize the school and analyze its needs well. Because knowing the needs of students, the needs of teachers and the needs of the school administration will contribute to success as a school administrator.
- Developing connections is also important to create innovative opportunities. Communication with other administrators in the education sector or with others working in the school administration is important in this sense.

Thus, it is thought that education, experience, leadership skills and school management vision will be more prominent.

In China, Chen's (2010) finding that self-assessed PIL in Shanghai secondary schools had no significant effect on SAA led the author to conclude that some Chinese secondary schools had not yet realized the positive effect of PIL. Chinese principals are often focused on their day-to-day administrative tasks and have not planned a regular relationship with teachers (Hallinger, 2018; Qiao, Yu, Zhang, 2018; as cited in Li, Chan, Hu, 2023).

This finding highlights the importance of leadership culture for recognizing and implementing the effects of leadership practices. Principals in China need to build a closer relationship with teachers by improving their leadership skills and be more open to innovative leadership practices such as self-assessing PIL. This can be achieved through the promotion of leadership culture and the participation of leaders in leadership training.

Central education under traditional Chinese bureaucratic rule can make teachers more inclined to perform tasks assigned by school leaders rather than acting spontaneously and consciously within the teaching community. This approach can build resilience among teachers, and while frequent meetings and discussions are likely to increase teachers' workload due to additional tasks and related responsibilities, it can reduce teachers' teaching time or other student-related activities, potentially leading to competition, anxiety, and even conflicts between teachers. (Vangrieken, K.; Dochy, F.; Raes, E.; Kyndt, E., 2015; as cited in Li, Chan, Hu, 2023).

In this case, the fact that teachers are more effective in their leadership roles and included in decision-making processes can help teachers collaborate more with school management and have greater participation in decision-making processes. By considering teachers' different perspectives and ideas, school leaders are able to increase teachers' willingness to collaborate, which can encourage more collaboration and collaboration in the school.

A study by Clotfelter, Ladd, and Vigdor (2010) found that principals with master's degrees in education were more effective at improving student achievement than those without those without these degrees.

However, they noted that the impact of a master's school principal on teachers' performance may depend on factors such as the specific context of their school, the subject areas in which they work, and the career goals of individual principals.



Figure 1. Some Components That Graduate School Principals Should Address on the Path to Success

Source: Figure 2 Created by the authors.

RESULT

By interacting with school administrators, teachers, staff and students, it is necessary to have strong leadership skills. School administrators, teachers, and staff are involved in many important decision-making processes, such as determining the school's vision and mission, managing strategic planning, and developing policies and procedures for the education of students. Therefore, strong leadership skills are essential to effectively manage and implement these decisions.

In addition, interacting with students is important to understand students' needs and provide support in their education. By communicating directly with students, school leaders and teachers create opportunities to increase students' motivation, understand students' learning styles, and guide students through their learning process. As a result, having strong leadership skills by interacting with school administrators, teachers, staff, and students is important to increase the school's success and students' success in education.

Gift (2022) evaluated the impact of local principals' educational leadership practices on students' academic performance in Zambia. According to the results of the research, it was determined that principals with master's degrees increased school success. However, it was found that this effect, coupled with the experience of the director, became more pronounced. These results show that the qualifications and experience of educational administrators can directly affect the academic success of students.

Educational leadership practices play an important role in increasing the success of the school, and school principals are able to meet the needs of teachers and students by adopting these practices. Therefore, school principals should adopt and continually review educational leadership practices in accordance with the school's needs. It's also important to listen to the feedback of teachers and

students and adjust their apps based on that feedback. In this way, the success of schools can be increased and students' educational lives can be made more efficient.

School principals must be highly qualified and experienced and adopt core educational leadership practices such as leading teachers, development and implementation of programs, monitoring student performance, and discipline management. Adopting these practices can improve students' academic performance and positively impact the overall success of schools. However, these results should not be interpreted as a direct causal relationship, that is, it cannot be generalized that only a principal with a master's degree can improve school achievement.

Overall, current evidence suggests that obtaining a master's degree in education can be a worthwhile investment for school principals who are committed to improving their schools and supporting their teachers. However, it doesn't always mean that a principal with a master's degree will perform better. Instead, it is necessary to pay attention to factors such as the specific context of the schools, the subject areas in which they work and the career goals of individual principals.

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