

# CHARACTERISTICS OF AN EDUCATIONAL ADMINISTRATOR WITH REFERENCE TO TOTTO-CHAN BY TETSUKO KUROYANAGI

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## **ABSTRACT**

*This research focused to analyse the character of the head master Mr Sosaku Kobayashi within the novel Madogiwa No Totto-Chan by Tetsuko Kuroyanagi. This study is a library research that with a qualitative approach with critical analysis of content. Within the novel of Totto-Chan by Tetsuko Kuroyanagi, its headmaster Mr Sosaku Kobayashi applies the proper educational methods in educating children. By being observant to the academic methods used by the headmaster Sosaku Kobayashi, we can take an exemplar of a way to achieve marvellous educational goals. The requirements shown by the character Totto-Chan who is that the main character during this novel where she encompasses to note that the verity nature of Totto-Chan is a lively, courageous and bizarre child. The necessity for love and belonging was demonstrated by headmaster Sosaku Kobayashi. He was a person with inspirations and visions in building the Tomoe School. He believes that each child possesses a good character at birth. With the passage of the time, children's personality development is influenced by many factors, like hereditary and environmental factors. Therefore, the headmaster Kobayashi tried to seek out the great character and develop it in order that student could turn into a successful person. The headmaster Kobayashi is additionally an educator who encompasses a warm personality and is incredibly much liked by students. The necessity for self-esteem was shown by the main character Totto-Chan. In Tomoe School, Totto-Chan was educated in appropriate ways, so Totto-Chan's attitude began to alter. A school headmaster or a lecturer should be a frontrunner who dares to act in accordance with their beliefs and principles of life. Educational values during this novel are used as learning examples in schools to assist extra ordinary children. An educator should be cheerful and not be angry to his students, because educating children isn't with anger but with advice, praise, and trust. The aim is to form children confident, responsible, to like each other, and help one another, and to introduce them to nature as nature is source of knowledge. Educational values found are values associated with the character education values, moral educational values, social education values and artistic values. One such noble value is that the educational value within the novel that summarises the realities of everyday lives of Japanese people.*

**Keywords:** Education, values, character, headmaster, children.

## **1. INTRODUCTION**

Literature is an object for authors to specify their emotional flush, for instance feelings of sadness, disappointment, pleasure them on. Teaching the cherishing of novels normally can take a vital role in helping the younger generation develop themselves to become superior beings. Teaching literary appreciation (novel) can support the achievement of fine language and literary teaching. Consequent effect of fine teaching of language and literature

plays a vital role in developing a top-quality national education. Regarding Education, reading novels can provide the subsequent benefits:

- 1) Provide superior nutrition for right-brain hemisphere development.
- 2) Offer healthy entertained environment.
- 3) Gives healthy moral values.
- 4) Ready to train readers to develop imagination and creativity.
- 5) Able to train readers to develop their skills to concentrate and create.
- 6) Install the love of reading.

Every individual, therefore, is liberal to make the most effective choices for one so on avoid misery, alienation, boredom, anxiety, guilt, and other sufferings. Suffering will disappear when humans try and fulfil their needs in achieving goals so a way of satisfaction and life arises meaningful.

The novel *Madogiwa No Totto-chan* is a novel autobiographed by writer Tetsuko Kuroyanagi. Novel *Madogiwa No Totto-chan* tells the childhood story of Kuroyanagi, who usually be called by her childhood pet name Totto-chan. Sosaku Kobayashi attempts to discover that pure character and personality so children could grow into distinctive persons. Headmaster Kobayashi is additionally pleasing educator who never scolded his students, for he believes educating children shouldn't be with anger but with advice, praise, and trust.

Headmaster Kobayashi establish confidence, conscious awareness, to like and be thoughtful of one another to the pupil of Tomoe School. He also formed various characters of kids and always introduced them to nature because in step with him, nature is source of knowledge. *Madogiwa No Totto-chan* applies the suitable educational methods in educating children. By listening to the educational methods applied by the headmaster Kobayashi, we can take an example of the way to achieve optimal educational goals by an ideal educational administrator.

## 2. LITERATURE REVIEW

- Dr. Şenol Sezer, Ordu University, Ordu/Turkey, did the similar study named “School Principals’ Administrative Characteristics and the Effects on the Development of Students”. He continues academic studies on school leadership, teacher training, democratic school, school happiness, and education policy. The results show that the most frequent instructional leadership characteristics of school principals were to focus on educational success of the school, to motivate to learn, to care all students, to establish an effective learning environment, to lead to teaching, and to appreciate success of students. These leadership features affect positively the development of the students.
- Similarly, within the studies conducted by Leithwood, Seashore, Anderson and Wahlstrom (2004), Sebastian and Allensworth(2012), Waters, Marzano and McNulty (2003) and Williams (2009) the findings show that the academic leadership actions have significant effects on the achievements of scholars, in general. The results also show that the executive attitudes of headmaster affect positively students’ development. The positive attitudes of headmaster make sure the feelings on students like self-confidence, self-respect, to feel precious, gratitude, awareness, love and courage.
- Similarly, within the studies conducted by Gregory, Skiba and Noguera (2010), Hilarski (2004), Hirschfield (2008), and Welch and Payne (2010) the findings show that the varsity principals’ negative administrative attitudes hinder academic and social development of the scholars, and cause the disruptive behaviours displayed by the scholars.

## 3. RESEARCH FOCUS

The focus of this research is ‘*Characteristics of an Educational Administrator with Reference to Totto-Chan by Tetsuko Kuroyanagi*’ while the sub-focus of this research is Characteristics Of an academic Administrator discover from the Novel structure of *Madogiwa No Totto-chan*.

### • Problem formulation

How are the Characteristics of an Educational Administrator depicted by the author within the novel Madogiwa No Totto-chan?

## 4. DEFINITION OF TERMS

- *Characteristics*: The characteristics of someone or something are the qualities or features that belong to them and make them recognizable. Genes determine the characteristics of each animate thing.
- *Educational Administrators*: Educational administrators oversee administrative tasks in schools, colleges or other educational institutions. They make sure that the organization runs smoothly and that they also manage facilities and staff.
- *Headmaster*: A Head master, head instructor, bureaucrat, headmistress, head, chancellor, principal or school director is that the employee of a faculty with the best responsibility for the management of the institution.

## 5. METHODOLOGY

### • Research Method and Procedure

The approach utilised during this research is a qualitative approach with content analysis. This research type is a library based research. Library research may be defined as a search that uses literary materials like books, research papers, articles, academic journals, and other documents that function references during this research.

The novel Madogiwa No Totto-chan by Tetsuko Kuroyanagi is the primary source of information for the research and secondary data are gathered from heuristic reading of novel, theories, and other writings which are associated with the novel Madogiwa No Totto-chan.

## 6. SIGNIFICANCES OF THE STUDY

The novel Madogiwa No Totto-chan (*Totto-chan a Little Girl in the Window*), is a writing that contains variation of noble values in the author's eyes Tetsuko Kuroyanagi. The main characters during this novel are Tottochan and Sasaku Kobayashi. At Tomoe School, Totto-chan is educated within the proper way, one in every kind of the indications those are giving suggestions as a type of motivation. This is often found within the following text excerpt:

: 校長先生は、トットちゃんを見かけると、いつも、いった。「君は、本当は、いい子なんだよ！」。  
(Kuroyanagi, 2010:329)

*"kouchou sensei wa, Totto-chan o mikakeru to, itsumo, itta. "kimiwa, hontouwa, ii konandayo!"*

*"Every time I meet Totto-chan, the Principal always says, "Actually you're a good kid".*

- (*Totto-Chan (The Little Girl at the Window)* translated by Dorothy Britton)

With motivation given within the variety of suggestions repeated by the principal of Kobayashi, slowly Totto-chan's personality began to be converted into a higher person. Madogiwa No Totto-chan's autobiographical novel is often used as a learning tool for character education in schools.

Lead character or main characters are Totto-chan and headmaster Kobayashi because the concentration of the roles in Madogiwa No Totto-chan's novel is extremely prominent and really influential within the story. Educational values in terms of the meaning of totality in Madogiwa No Totto-Chan's novels associated with educational values.

## 7. DISCUSSION

### • Primary and Secondary Characters and Characterizations:

The main characters in Madogiwa No Tottochan's novels, viewed from their roles and involvement within the story, are divided into: The one who becomes the primary character or main character is (1) Totto-chan and (2) The Principal Sosaku Kobayashi. These characters are called the main characters because the intensity of their appearance in Madogiwa No Totto-chan's novels is incredibly prominent and really influential within the story.

Those who are secondary figures or complementary figures are: Akira Takahashi (Takahashi), Miyo Kaneko (Miyo-chan), Sakko Matsuyama (Sakko-chan), Taiji Yamanouchi (Taichan), Kunio Oe (Oe- Kun), Kazuo Amadera (Amadera), Aiko Saisho, Keiko Aoki (Keiko-chan), Yoichi Migata, Yasuaki Yamamoto (Yasuakichan), Ryo-Chan, Miyazaki, Takahashi- kun, and Ooe-kun.

### • Settings:

- a) *Place Background:* Setting of place in Madogiwa No Totto-chan's novels, there is a Tomoe School located in Southeast Tokyo. The Tomoe School is an area where students learn and be educated with the tutorial methods and systems applied by the Principal of Kobayashi.
- b) *Timeline:* The Tomoe School was built by the head of the Kobayashi School around war II. Previously the pinnacle of the varsity Kobayashi had studied for several years in Europe, listening to form of school education systems there, and considering the concept of education which shall be implemented within the elementary school he would build, Principal Kobayashi succeeded in realizing his dream.
- c) *Social Background:* Madogiwa No Tottochan's novel tells the story within the background of the Japanese social environment.

## 8. ANALYSIS

This research use library and formalist approach which are to research Sosaku Kobayashi's characteristics supported his conversation written by Tetsuko Kuroyonagi (author). This approach connects with chosen character (Sosaku Kobayashi) and also the author's thanks to tell the characteristics from the character. This approach analyses the text of the novel that deals with technique, language, and form. This approach doesn't include the author, the social condition, the cultural background and other aspects outside the writing.

### • Headmaster's Polite Behaviour:

The headmaster of a school should be a person of sound morale character, an able administrator, an efficient organizer, competent manager and a role model for his students and society. During this regard he will be thought to be a visionary figure for his students and society and he shows new light and vision to them. But Sosaku Kobayashi, who really understands the soul of a toddler, strongly believes that each child is born with a pure character. He's an honest listener and knows the way to respect his students. He also loved and revered to children. This statement has proven by the way he asked Totto-chan to speak and listened to Totto-chan's story. He asked Totto-chan to inform anything in any respect she wants to speak about. (p. 7)

*"The headmaster laugh, nod, and say, "And then?"" (p. 7)*

*"Totto-chan felt she met someone she really liked for the very first time in her life. You see, up till then, nobody had ever listened to her for thus long. And the whole time the headmaster had not yawned one or looked bored, but seemed even as fascinated by what she had to mention as she was." (p. 8)*

*"... . that the headmaster must have listened to Totto-chan for four solid hours!" (p. 8)*

*He respected Totto-chan's story. He looks enthusiastically listens to the story in order that they forget the time was running fast." (p. 46)*

*- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)*

The headmaster's dialogue "And then?" indicates that there's a deep curiosity for listening the stories. The word "Then, uh..." means the headmaster paying more attention to Totto-chan's story. The dialogue of the headmaster and Totto-chan also describe a cushy atmosphere for both. The author also told about the headmaster's act that made Totto-chan enjoyed the sharing stories with the headmaster.

- **Focus On Student's Balanced Diet:**

Sosaku Kobayashi always had brilliant idea to rehearse and develop the students' spirit of eating all healthy food. He called it with "something from the ocean and something from the hills". (p. 9)

*"The headmaster had adopted the phrase to explain a balanced meal – the sort of food he expected you to bring for lunch additionally to your rice." (p. 13)*

- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)

In this case, the headmaster tried to make them aware of quite well food supported where the food comes from. On the opposite hand, he also taught his students to eat all reasonable food.

- **School Song/ Anthem:**

The headmaster was an artist and a creative person. He was a musician and he also created a song before lunch. Not just for lunch, but he also made up a song when students asked him.

*"After being attentive to Totto-chan sings the song from the previous school and after considering the children's request, the headmaster said, "All right, I'll have a school song for you by tomorrow morning."*

*"Promise you will!" chorused the kids, and that they filed dead set return to their classroom".*

*Next morning, there was a notice in each classroom requiring everyone to assemble within the school grounds. Totto-chan joined the others, all agog. Bringing a blackboard out into the middle of the grounds, the headmaster said, "Now then, here's a song for Tomoe, your school." (p. 18-19)*

- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)

The headmaster also patient when students weren't satisfied enough along with his song. He wasn't angry in any respect. He wasn't selfish. It absolutely was the characteristic of the head master shown by writer's point of view.

*"Nobody liked it. It had been far too simple. They'd rather haven't any song at all; it appeared, than anything as simple as that".*

*The headmaster seemed rather sorry, but he wasn't angry, and proceeded to wipe it off the blackboard. Totto-chan felt that they'd been rather rude, but in spite of everything she had something a small amount more impressive in mind.*

*The truth was that nothing could have expressed the headmaster's love for the youngsters and therefore the school more, but the kids weren't the right age to comprehend that. They soon forgot about wanting a school song, and also the headmaster probably never considered one necessary within the first place. So when the tune had been rubbed off the blackboard that was the top of the matter, and Tomoe Gakuen never did have a school song." (p. 19)*

- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)

- **Teaching and Learning:**

The headmaster liked the freedom. He always gave freedom to his students. He also taught them to be gentle with themselves. The author wrote it within the novel.

*“Schools normally schedule one subject, for instance, Japanese, the first period, once you just do Japanese; then, say, arithmetic the following period, after you just do arithmetic. But here it absolutely was quite different. At the start of the first period, the teacher made an inventory of all the issues and questions within the subjects to be studied that day. Then she would say, “Now, start with any of those you prefer.”” (p. 12)*

*- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)*

From above citation, the headmaster gives his students freedom to settle on for the lesson that they like. From choosing the lesson that they require, the headmaster taught them to accountable for what they choose and what they are doing.

- **Social Harmony:**

The headmaster really understood with psychological development of youngsters.

*“The headmaster was always asking parents to send their children to school at Tomoe in their worst clothes. He wanted them to wear their worst clothes in order that it wouldn't matter if they got muddy and torn. He thought it a shame for youngsters to fret about being scolded if their clothes got dirty or to hesitate joining in some game because their clothes might get torn.*

*There were elementary schools near Tomoe where the women were wearing sailor-suit uniforms and also the boys wore high-collared jackets with shorts. The Tomoe children came to high school in their ordinary clothes, and that they had their teachers' permission to play to their hearts' content without giving their clothes an idea. Trousers in those days weren't product of anything durable like today's jeans, so all the boys had patches on their trousers and therefore the girls wore skirts or dresses manufactured from the strongest material available.” (p. 41)*

*“To think that a game like that, which might only tire a grown-up and not be amusing in any respect, can be such fun to a child! Watching Totto-chan, with dirt in her hair and fingernails and even in her ears, Mother couldn't help feeling a bit envious. And he or she couldn't help admiring the headmaster. His suggestion that the youngsters wear clothes they may get as dirty as they liked was just another example of how well he understood them.” (p. 42)*

*- (Totto-Chan (The Little Girl at the Window) translated by Dorothy Britton)*

## 9. CONCLUSION

To conclude, the headmaster was a static character. All his actions stay true and constant to his personality in-between the scenes. The author shows things that reveal the personality of the headmaster from his speech, the effect on others, his action and also the looks of the headmaster. The headmaster has wisdom in making decisions. He also gives plenty of affection and like to his students. He built the school that suggests a freedom to his students. He was very fascinating to music, so he decorated his life with music and made the category be more fun. He taught his students to liable for what they choose and that they do. He taught his students to respect the multiplicity, to worry one another and to not judge also bully others. He thought that everybody is same. He also taught the way to be grateful daily. He was the headmaster as every child's dream school's headmaster should be.

Based on the results of the above research theoretically, it is seen the important role of psychology that may be made as a science of assisting, to look at the characters in a much written material. Even in every piece of writing are often studied through the science of aids. This is often because understanding through the text of literary works is obtained by the character described by the author who raises aspects of human habits normally. The results of this study are often followed up with principal leaders of researchers in terms of sociological aspects. As for the globe of education, especially the teachers, this research also can be used as a further relevance meets the adequacy of pedagogic, especially scientific needs.

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