

EDUCATIONAL LEADERSHIP AND MANAGEMENT: A BRIEF VIEWS

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This article synthesizes and presents literature in support of the argument that the preparation and practice of educational leadership must be rethought to be relevant for 21st-century schools. It describes about educational leadership and management. Means how educational leadership and management play a vital role in the development of education sector in all stages like primary, middle, secondary and college. Education is a key factor in all national development. Educational leadership is a long-term campaign it grows out of knowledge, of experience and requires patience and much time, and its leadership can be enjoyed only in the long run. This paper is totalling in subjective in nature. This paper also describes about the management forms and administration upgrades the quality and efficacy of the conveyance of any framework and instruction is no exception.

Keywords:

Education, Leadership, Management and Educational Planning

INTRODUCTION

The preparation and practice of educational leadership must be rethought to be relevant for 21st-century schools. The concept of globalization, a meaningful integration of local and global forces, can help educational leaders inform and enhance their pedagogy and practice. The contemporary educational leaders must develop global literacy in nine specific knowledge domains: political literacy, economic literacy, cultural literacy, moral literacy, pedagogical literacy, information literacy, organizational literacy, spiritual and religious literacy, and temporal literacy (Brooks & Normore, 2009). Education could be a key calculate in all-national advancement, whether it be social, political, conservative, social, or ethical. For this reason, improvement of well-managed quality education has been emphatically supported by UNESCO and made the centre of endeavours in numerous creating countries. A variety of approaches and program points of view have been created to meet instructive needs of specific nations, making a difference them to move toward educational equality with the developed world.

Education is the most alter operator in creating and developed societies. As a result, the administration of instructive organizations is regarded as one of the foremost important administration viewpoints. Fundamentally, educational administration could be a discipline with regard to the administration of educational organizations and since this field of think about has been created on the premises of other steadfastly built up disciplines, there's not a interesting explanation to set out this subject of think about. In spite of the fact that the method of deciding organizational objectives is principal to instructive administration, connecting between objectives and points of instruction and activities of instructive administration may be considered as imperative. (Hussin, & Ghasemy)

Leadership is continuously a blend of the so-called 'traditional' and the more 'collaborative'; leaders are not absolutely one or the other and the conventional still has value. But it may be an all inclusive challenge: all associations require more pioneers with the information and aptitudes (and the time and assets for doing this) to construct ever-stronger communities, groups, systems and organizations that can drive 'next generation' execution.

Leadership in any sphere of activity – whether it is political, social, commercial, or industrial – is always crucial. When we talk of education leadership becomes more significant, may be because a leader has to deal with diverse groups within the institution. This statement can be explained further – equally or at times highly qualified (than leader himself/herself) faculty, colleagues performing creative and innovative work on one hand, young, ambitious, talented and at times explosive students on the other hand, large groups of supporting staff with their own expectations and interests and highly demanding community around are the major groups to be

handled by leader of any educational institution. This is certainly neither an easy task nor every academic's cup of tea (Shams, 2006). If we talk more about that it is identified as an important factor for quality education and developing countries have focused on this important factor and implemented systematic training and development programs for their leaders. Moreover, the latest educational policies advocate decentralized educational management, which has brought both benefits and problems in a number of countries. However, these initiations are far away from the expectations. Any educational reform will not be successful without both an evolution of institutional structures and specialized training and development programs for education professionals. (Pushpanadham, 2006).

School Authority could be a reasonably unexplored zone inside the instruction talk, particularly in creating nations like India. Educational Administration is distinguished as an imperative calculate for quality instruction and developing nations have centred on this vital figure and actualized efficient training and improvement programs for their pioneers.

Leadership is central to instructive quality. Authority is the capacity to create a vision for alter, which leads to enhancements in results for learners and is based on shared values and vigorous assessment of prove of current hone and outcomes. It is prepare, empower and back others to create and take after through on procedures for accomplishing that alter.

Administration could be a central subject in later conversations about moving forward K-12 instruction. This is not shocking; over the past few decades researchers have reliably detailed that school leadership, vital authority in particular, is basic in creating and maintaining those school-level conditions accepted fundamental for instructional enhancement. (Spillane,2003).

WHAT IS EDUCATIONAL LEADERSHIP?

Atkinson talks about that leadership in schools is the most important factor in achieving improvements in school performance. Leaders make a significant difference in any organisation. There is no single way to lead which can guarantee success, leadership in situated and contextual, involving issues such as diversity, inclusion and equity and embracing change to embed social justice. He also gives the ideas of Yukl (2002, pp. 4-5) in his book that the definition of leadership is arbitrary and very subjective. Given that there is more than one way to lead, perhaps a combination of many and what may be good in some contexts may not be in others. In order to achieve success a school requires trained and committed teachers but in return they need the leadership of a highly effective principal (Atkinson, 2013).

WHY SCHOOL LEADERSHIP MATTERS?

School leadership has become a priority in education policy agendas. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they work. Effective school leadership is essential to improve the efficiency and equity of schooling. School leadership practice has been greatly influenced by changes in educational governance and school contexts. On the one hand there are moves towards decentralisation and autonomy coupled with greater accountability; on the other, new approaches to teaching and learning processes and increasingly varied student populations are changing leadership roles and responsibilities. As a result of these trends and factors, school leadership has changed dramatically across OECD countries. It is now increasingly defined by a demanding set of roles including administrative and managerial tasks, financial and human resources, public relations, quality assurance and leadership for improved teaching and learning. In many countries the current generation of principals is reaching retirement age and it is getting harder to replace them. Potential candidates are discouraged from applying mainly because of overburdened roles, lack of preparation and training, lack of career prospects and inadequate support and rewards. These developments have made school leadership a priority in education systems. The quality of school leadership needs to be enhanced and it needs to be made sustainable also. These should help governments to decide how to prepare and build high quality leadership:

- Redefining school leadership responsibilities
- Distributing school leadership
- Developing skills for effective school leadership
- Making school leadership an attractive profession

Educational leaders, too, need to strike this balance. They should adopt the following practices.

- Critique and challenge assumptions and taken-for-granted norms that condone or encourage injustices and inequalities; intervene to challenge inequities (material and attitudinal), even in the face of majority opposition;
- Use power as a moral force for the common good;
- Connect leadership to pedagogical principles that promote and support authentic learning and teaching;
- Serve others through leadership practices that are collaborative and inclusive; and
- Make ethical and socially responsible behaviour key parts of leadership.

To add on more on this She/he require a moral stage for activity that will offer assistance schools control a course absent from seriously individualistic and addictive hone, towards more moral, ethical and communitarian forms and activities. A concern for numerous individuals nowadays, be that as it may, is that they see that numerous of our pioneers don't take after moral guidelines or act in socially dependable ways. In reality, there's far reaching negativity around the validity and realness of leaders in numerous open and private teach. (Duignan,2006).

PHASES OF LEADERSHIP

Scholars in the field of educational leadership have given relatively scant attention to developing theories of career progression in the profession. This is particularly the case for empirically supported theories. Recent interest has focused on identifying leadership stages and a number of schemes have resulted. These originate, however, more from a conceptual than an empirical base. Consequently, this aspect of leadership remains a 'hot topic' for future empirical research. As the following paragraphs reveal, there is as yet no universally agreed, unequivocal consensus on a stage theory of leadership. Many of the conceptual schemes proposed recognise stages or phases of leadership, and have been conjured by policymakers and professional developers seeking to improve the training and preparation of school leaders. In Hong Kong, for example, the government has based its policy of needs assessment and school leader professional development on a three-stage structure of aspiring, newly appointed and experienced principals (Education Department, Hong Kong, 2002). There are problems of terminology with this taxonomy. For example, the term 'aspiring' is condescending, especially when many such candidates already occupy senior leadership positions. Likewise, some 'newly appointed' principals may have already been principals, but in other schools. In England, the NCSL has published a five-stage model of career leadership as follows (NCSL, 2001).

The first stage is recognised as 'emergent leadership', which is meant to apply to teachers who begin to take on management and leadership responsibilities and perhaps aspire to become head teachers. There is some equivocation here, because subject or specialist teachers are distinguished from emergent leaders and are regarded as 'middle' leaders. Clearly, the membership of both groups will overlap, even if the purpose of their tasks is ostensibly different.

- A second stage of 'established leadership' comprises assistant and deputy heads, who are experienced leaders, but who do not intend to pursue headship.
- A third stage is recognised as 'entry to headship' and this stage combines the professional preparation for headship with the induction of new heads, a process seen as continuous and seamless.
- A fourth stage of 'advanced leadership' applies to mature leaders who are looking to refresh and update and widen their experience.
- Finally, a fifth stage, known as 'consultant leaders', are those who are sufficiently able and experienced to act in the capacity of trainer, mentor or inspector and to put something back into the profession. This is not the place to critically review the above stages. Suffice to say that it is not an easy task to conjure a stage theory or framework. However, the NCSL stages raise many issues. For example, while the sequence is indisputable, dependent as it is on the length of time people are in leadership, how valid is it to equate experience and expertise with maturity or length of service? How useful is the terminology with labels such as 'advanced' and 'consultant'? Does it imply that leaders who are not in the 'consultant' stage are not sufficiently mature or expert to advise, mentor or inspect? Is it not possible for a leader to occupy stage 4 and 5 at the same time? (Clive Dimmock, 2003)

Educational leaders have customarily focussed on administration parts such as arranging, budgeting, planning, support of offices, educator assessment, etc. Inquire about in instruction has appeared that a specific sort of authority that produces a distinction in learning is directions administration or learning authority, where pioneers are escalation includes in curricular and directions issues that have coordinate bearing on learner

accomplishment. Learning pioneers are those who prioritize instructing and learning at the beat of their need, advance the culture of ceaseless learning, utilize prove or data on learner accomplishment to create choices and set needs. These pioneers are reliably focused on the core innovation of instruction, which is learning, learner back, instructing, instructor bolster, educational modules, learning materials, evaluation, input and enhancement. Educational leadership is a long-term campaign it grows out of knowledge, of experience and requires patience and much time, and its leadership can be enjoyed only in the long run. The definition of "Leadership" is associated predominantly with the army, but also with the economy and politics. Most of us hear the concepts of military leadership, economic leadership, national leadership or political leadership. Instructive authority could be a long-term campaign it develops out of information, of involvement and requires patience and much time, and its administration can be delighted in as it were within the long run. It is basic for the pioneer to get it the context which they are driving. Most pioneers are mindful of the professional environmental exceptionally early. A modern supervisor in new school, and a unused setting contribute to their seriously distinction between this involvement and another in a previous school. School pioneers attempt to get it how things are conducted. They analyze social and social estrangement, the procedures and running the school. (Peleg, 2012).

The administration part of principals and instructors is essential; schools moreover re-examine what it implies to be a 'leader' in a school or learning community and what it implies to construct 'leadership' Leadership will ended up indeed more scattered and include numerous more understudies, guardians and community individuals, and the address of how best to create broadly shared objectives among teachers, understudies, families and communities will come to the fore.

Nations progressively utilize a run of approaches for the assessment and evaluation of understudies, instructors, school leaders, schools and education frameworks. These are utilized as instruments for understanding way better how well understudies are learning, for giving data to guardians and society at huge about educational execution and for moving forward school, school authority and instructing hones.(report, 2014).

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EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Management forms and administration upgrades the quality and efficacy of the conveyance of any framework and instruction is no exception. There has been growing acknowledgment that the complete advantage of increased speculation within the extension of administrations and improvement of quality in education cannot be realised without an effective administration and conveyance system. School education could be an establishment stone for obtaining necessary knowledge and abilities, sustaining inner potential and fullest development of personality of each child. The foremost of a school is the one who leads and oversees all the exercises carried out in a school for giving quality instruction to each and every student.

That leadership has expected such tall significance within the minds and values of policy-makers, as well as analysts and specialists, creates an issue in two regards. To begin with, on the off chance that administration is so vital, it behoves clarification as to what are its key qualities. Furthermore, what kind of philosophical and values base underpins such qualities to provide their justification? Policy creators have to be adjusting school leadership and arrangement to modern situations by tending to the major challenges which have emerged over the past decades.

The current educational management is highly emphasized on the quality, knowledge, competency, learning skills, readiness for learning, good life skills, flexibility while dealing with problems, and competency in using information technology of the students. The educational management are one of the greatest pointers for the instruction framework of a nation. The instructive administration has the measurements between different disciplines as social, political, financial, social and memorable (Başari et.al, 2017). Educational administrators are the key personnel to improve their organization for the transformation of ASEAN community. Educational administrators in current situation have to develop their soft skills while managing human resource and developing staff so that they committed themselves professionally for the transformation (Aritatana, Sirisookslip, Ngang, 2015).

As the key intermediary between the classroom, the individual school and the education framework as an entirety, effective school administration is basic to progress the efficiency and value of schooling. Inside each person school, authority can contribute to make strides student learning by forming the conditions and climate in which teaching and learning happen. Beyond the school borders, school pioneers can interface and adapt schools to changing outside situations. And at the school-systems interface, school authority gives a bridge between inner school improvement processes and externally initiated change (Pont, Nusche, Moorman, 2008).

Ensuring future quality leadership is also vital for school improvement. In most countries, the leadership workforce is ageing and large numbers of school leaders will retire over the next five to ten years. At a time of high demographic turnover in school leaders, education systems need to focus on fostering future leaders and making leadership an attractive profession. The contemporary challenge of leadership, in systemic terms, is not only to improve the quality of current leaders but also to develop clear plans for future leadership and effective processes for leadership succession. Supportive administration found to be utilized in empowering the teachers to work as well as individual life. Hence, school directors ought to be inviting to their teachers by lauding and empowering them particularly on imperative events (Ngang, Ariratana & Sirisookslip,2015).¹

While the effectiveness of an organisation depends on several factors, the quality of leadership is one of the most important. Organisational leadership, a complex of several attributes, is important because it determines the very nature of transactions that can effectively be made with the environment of the organisation (Ashok Parthsarath,2001).

Wohlens found that the educational specifications should include this information: enrolments to be housed in immediate construction and ultimate capacity; funds available; lists of required facilities teaching stations and nonclassroom facilities' desired relationships or affinities between spaces and desired locations; descriptions of the activities to be carried on in each unit; and special requirements, such as heating, ventilation, lighting and storage. Persons who will use the plant should be included in the planning. They should be involved in every step, and their suggestions should be given consideration. In many planning projects, very effective use has been made of a central, coordinating staff member responsible for the building planning programs and numerous subcommittees(William, 1964).

CONCLUSION

The quality of education provided in schools and colleges is commonly thought to be influenced by the quality of the leadership directing these organizations. But the meaning of leadership, how it differs from everyday management and administration, and how it is manifested in educational organizations are matters of considerable dispute. Differing views of the forms and effects of leadership in education are central to this article, as is the question of what, if anything, is distinctive about 'educational' leadership. Issues of power, ethics, democracy, and the consent and empowerment of organizational participants are central to the exercise of leadership. They are particularly salient in educational organizations, because of their formative and symbolic role in shaping a society's future. Such issues lead to disagreements about how educational leadership should be conceived and researched, and ensure that it will remain a highly contested concept. Thus, some scholars and schools of thought argue that leaders, in education as elsewhere, tend to abuse their power. These critics call for constant scrutiny of leaders and, if possible, their replacement with more democratic, shared or collective governance arrangements. Advocates of educational leadership, while recognizing the possibility of negative leadership, call for an emphasis on democratic, facilitative leadership. Emphasizing the importance of leadership for organizational change and improvement, they extol the value of leaders capable of communicating an inspiring vision of a more dynamic and effective organization. Further, they contend that 'continuous improvement' and movement toward a 'learning organization' are likely to require effective educational leadership. Increasingly, however, experts believe that the effectiveness of schools is maximized when educational leadership is a shared and collaborative feature, rather than the exclusive prerogative of one or a few people (Boyd,2001).

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