Educational Leadership: An Overview

Dr. Anita Arora[1], Richa Sharma[2*]

[1]Assistant Professor, Education Deptt., Vmlg College, Ghaziabad.
[2*]Ph. D Scholar, Education Deptt., Vmlg College, Ghaziabad, C.C.S. University, Uttar Pradesh, India,
E-Mail Address: rsharma46383@Gmail.Com, Mobile No. 7668222106

*Corresponding Author: Richa Sharma
*Email: rsharma46383@Gmail.Com

ABSTRACT
Leadership is characterized by the capacity to bounce back from setbacks and make better decisions.Leaders inspire a se nse of greater possibility in those, They can only become leaders by developing their trade in the face of difficulty and competitiveness. Given the on going environmental changes and the swift globalization trend, leadership in bringing together individuals from different backgrounds and strengthening their efforts to achieve a common objective is much more crucial than it has ever been. The discipline of studying leadership behavior is vast and very significant, with greater importance in areas such as education. The significance of an adaptable and flexible leadership style in a range of circumstances has been demonstrated by studies on leadership behavior. Over a time, a great deal of research has been done on leadership from many angles, including its theoretical underpinnings. Generally speaking, a leader's characteristics, attributes, and actions determine their leadership. The field of leadership studies has evolved across decades, cultural boundaries, and theoretical tenets. In order to further the study on leadership, it is crucial to provide an overview of what is currently known and understood about leadership in connection to teacher and institutional correlates.

Keywords- Educational Leadership, Leaders, Self-satisfaction, Job-satisfaction, Job duties, Education, Values, Management.

INTRODUCTION
The most significant means of empowering individuals on the social, economic, and political fronts is education. In addition to strengthening democracy, education makes it possible for people to actively engage in governing. It has long been seen as one of the most crucial elements in the growth and emancipation of individuals and society, and as such, it is seen to make a significant contribution to both social and human advancement. Numerous studies have shown that education boosts economic development by raising individual incomes, which in turn raises the nation's gross domestic product.

"As it unfurls the human mind or intellect hidden in the students, which leads to creation of society with a set of human values and social attributes," Mukhopadhyay (2001) defined education as "an instrument of social change."

LEADERSHIP
Among the organizational challenges that have been examined the most is leadership. Nonetheless, experts continue to disagree on what constitutes leadership, especially when it comes to cross-cultural settings.
Definitions vary in terms of emphasis on leader abilities, personality traits, influences relationships, cognitive versus emotional orientation, individual versus group orientation and appeal to self versus collective interests (e.g. Bass, 1990, 1996; Yukl, 1998). **[9]**
"Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members," (1999) (House et al., 1999, p.10).
Being a leader is not about giving orders and expecting people to follow. It entails persuading and influencing individuals to contribute as much as possible to the objectives of an organization (Singh and Sharma, 2005).

VITAL CONCEPT IN LEADERSHIP
The literature on enhancing the role of the school leader regularly mentions the idea of "restructuring the schools. "Restructuring could highlight and incorporate the other ideas that will be covered in this research.
The National Association of Elementary School Principals emphasized the following pre-requisite characteristics of educational leaders in restructured schools:
(i) Being able to share governance of the school within which teachers will also have
leadership role;
(ii) Preparing pupils in the public schools for a global economy and society;
(iii) Emphasising a highly specialized role for the principal of the school;

(iv) Exercising skills to lead in curriculum improvement so that pupils obtain
   necessary instructional experiences;
(v) Growing in skills to implement school based decision making;
(vi) Possessing interpersonal skills to work collaboratively with others including teachers, parents and society in general;
(vii) Learning theories which are relevant and need to be used to develop human potential and resources; and
(viii) Continuing professional education being needed to stay abreast of changes in the educational arena (quoted in Ediger and Rao, 2003). **[9]**

EFFECTIVE LEADERSHIP
Neither an empirical association with student accomplishment nor any outcome indicators of school performance inform our usage of the term "effective." We acknowledge that effectiveness is a contentious concept that must be subject to scrutiny, criticism, and improvement (Riley and MacBeath, 2003, cited in Bennett, Crawford, and Cartwright, 2003).
Leadership is the key for managing personnel and the smooth running of an organization. Effective leadership depends upon the extent to which an administrator is able to:
(i)   develop good relations with people working in the organization;
(ii) manage and resolve conflicts arising among these people;
(iii) motivate and stimulate staff in achieving the organizational goals;
(iv) develop effective communication with the staff; and
(v) involve the staff in decision-making (Bhayia, Briggs and Bhayia, 1990).

Undoubtedly, the quality of leadership in education systems has to be enhanced to make our administrators more effective. **[9]** The topic of leadership once more prompts us to think about setting up leadership development programs. For the high level administrators who occupy important positions in the education departments and are primarily in charge of giving leadership in the field of education, it is preferable to arrange for short-term orientation programming. In order to effectively carry out their leadership role, they must not only possess a thorough understanding of the current educational system and policy, but also an appreciation of issues, creative ideas, and cutting-edge practices in the field of education, as well as modern planning and administrative techniques and management techniques. Additionally, they must develop the skills necessary to build positive relationships with their subordinates, inspire them, resolve conflicts, communicate with them effectively, and make the right decisions through participation.

COMBINING LEADERSHIP AND MANAGEMENT
 What are management and leadership, and how do they relate to one another? Does each one require the other? Is it possible for someone to succeed in one and fail in the other? Attempts are made to address some of those problems with clear-cut, useful solutions in this section. Alongside the terms manager, leader, and administrator, there are their comparable terms. I explain why high school principals need to be managers, leaders, and administrators, and that they also need to be all of these things in order to effectively handle the shifting demands of their positions.

Bush (2008), emphasized that the effective leadership and management are essential is schools and colleges are to achieve the wide range of objectives set for them by their stakeholders, Research by Kharpade, Srivastava, & Meganathan, (2010) concluded that the low performing schools do not reveal the same initiative and innovations for academic excellence on the part of the principals and the teachers. Leadership effectiveness involves a group process with the leader as the main directive element. As Chester put it several decades ago, effectiveness is "the accomplishment of the recognized objectives of the co-operative action". It depends initially on influence, but beyond that there are questions of value, such as how things are done to achieve what ends (Taj, 2001). **[10]**
The assessment of a leader's competency took into account both the commencement of structure and aspects of consideration. Both of these elements are crucial, as shown by a famous research by Hemphil and Coons on the department heads' efficacy in university administration (Taj, 2001).

THE PRINCIPAL'S (HEADMASTER'S) PROFESSIONAL AND TECHNICAL PREPARATION FOR EDUCATIONAL LEADERSHIP
In order to assume a leadership role inside the school, the principal must comprehend the role that schools play in society and their responsibilities. He has to be able to interpret the political and socioeconomic shifts occurring in our society and explain how they affect the school and the pupils who attend. He needs to inform the instructors of these modifications. In order to accomplish these goals, he has to be knowledgeable about secondary curriculum, educational psychology, organizational, supervisory, and administration of education, as well as educational sociology and philosophy. It will support him as he gets ready for the workforce. The instructors are able to identify the areas that require improvement and assess the outcomes of their efforts to do so.

VALUES AND LEADERSHIP IN EDUCATION
Bringing from the previous discussion, it can be concluded that educational administrators have a duty for collaborating with teachers and students in developing curricula and school policies that foster values education and the welfare for those enrolled in and related to education. One may characterize the proper kind of leadership as contextual or reciprocal

leadership. The word "leadership" usually connotes that the person in charge is wiser or more knowledgeable than the person or people they are leading. Unfortunately, "soft," "progressive," or even "critical" educators have occasionally overlooked this crucial concept. For example, each time we use a dictionary, we are relying on the greater expertise of others. Therefore, rather of being one-way, the leadership is two-way's that this leadership is situation-specific and contextual. It doesn't imply

LEADERSHIP PREPAREDNESS FOR HIGHER EDUCATION

Two types of leadership preparation are recommended for higher education: behavioral and intellectual, according to Bolman & Gallos (2011). Having a conceptual roadmap is a necessary component of intellectual preparation as it aids academic leaders in creating an institute vision and goal-setting. With the right information, leaders may take charge of the institute's operations and raise its academic standards. The institute's executives must be knowledgeable about the possibilities and problems in higher education, current laws and legislation, available resources, and academic policies in order to successfully and properly manage the organization. However, in the context of academic standards and professional pathways in higher education, such preparation is uncommon. Individual traits including "courage, passion, confidence, flexibility, resourcefulness, and creativity—the foundations of healthy leadership resolve and stamina" are necessary for behavioral readiness for leadership (Bolman & Gallos, 2011).

MEASURES FOR EDUCATIONAL LEADERSHIP

Using likelihood ratings for 14 categories of leader behavior, 111 managers—95 men and 56 women—evaluated the efficacy of middle managers, both male and female, in terms of leadership. In order to reflect the private sector, a recent study was carried out with management from an American company's Indian subsidiary and managers from a government-owned bank (cited in Singh, 2004).The goal was to comprehend those managers' definitions and perspectives on leadership. In order to bolster this research, a media analysis was also conducted, and the articles of two well-known newspapers were examined to determine the prevailing opinions of leadership.

Gholamreza Shams Mourkani and Dr. G. Anwar (2006), An analysis comparing the efficacy of high school administrators' instructional leadership in light of job values and the institution. There were 600 instructors and 120 principals from 120 high schools in the sample. Among them were 300 teachers and 60 principals from the Iranian city of Isfahan, and another 300 teachers and 60 principals from the Indian city of Mysore. A questionnaire and a rating scale were used to gather information from instructors, while a separate questionnaire was given to high school principals. **[9]**

According to Ball(2007), leadership is a crucial issue for universities and is becoming more widely recognized as a means of enhancing success in all endeavors, including research. The objective of his PhD research was to have a more profound comprehension of the leadership function in relation to university academics' research on hospitality management. Using a qualitative study approach, twenty semi-structured in-person interviews with academics from case studies of universities founded before and after 1992 were conducted.

Way (2010) surveyed academic deans across the country, drawing on the four dimensions of organizational leadership—bureaucratic, collegial, political, and symbolic—to identify the possible cognitive frameworks of the participants. The disciplinary backgrounds of these deans seem to have an effect on both their individual and group leadership philosophies. studies seem to vary according on the disciplinary area of the person.

In two contexts—private and public universities—Smothers et al. (2011) investigated the context-specific variations in implicit leadership theory (ILT)-based conceptualizations (i.e., perceptual configurations) of the ideal academic leader. The investigations, which were carried out within academic business units, looked at how faculty members—such as department heads or deans—conceptualized the ideal academic leader among more than 500 business school members from more than 220 universities.

Shadma Absara (2018): An investigation into the influence of school heads' distributed leadership on the work behavior of teachers. focuses on the qualitative analysis of semi-structured interviews with teachers and school heads about their opinions about distributed leadership practices in Delhi's educational system. **[10]**

FINDINGS
1. Certain leader behaviors had higher likely ratings for male managers, whereas other leader behaviors had higher likelihood ratings for female managers or showed no difference in likelihood. There was some evidence of same-gender prejudice in the leadership evaluations. **[10]**
2. The study's findings are summed up as follows: In India, successful leadership appears to be most strongly correlated with six traits. The most crucial elements are direction and communication, then vision, action-orientation, charisma, and transformation. **[10]**
3. New perspectives on research leadership were established, along with in-depth analyses and illustrations of academic leadership in higher education. The opinions of the academic interview subjects revealed a perspective on research

leadership that suggested its significance; the importance of the context of leadership, its dispersion and formal and informal nature, and the existence of self-leadership; that it is concerned with both the subject and people's leadership, and that it has a variety of interaction patterns. **[11]**

4. Conceptualizations of the ideal academic leader differed significantly between private and public settings, suggesting that faculty followers had different expectations of certain types of leadership. **[11]**
5. The results show that the high-consensus low-consensus dichotomy does not influence the multiple cognitive leadership frame capacity; rather, it is the pure/applied dichotomy. **[11]**
6. The study shows that there is a substantial gap between Iran and India in every aspect of the principals' performance as leaders. **[9]**
7. In Iran, teachers' evaluations of the efficiency of their leadership are more influenced by their gender than they are in India. **[9]**
8. Compared to their Indian counterparts, Iranian teachers' opinions regarding the efficacy of their leadership are more influenced by school management. **[9]**
9. Between Indian and Iranian principals, there is a notable disparity in every area of job values. **[9]**

CONCLUSION

Overall, action-orientation and charisma are found to be crucial for both qualitative and quantitative evaluations, and as a result, these qualities can be regarded as the most critical for successful leadership in India. Four traits that the qualitative analysis deemed significant—communication, direction, vision, and change-orientation—were not given the same weight in the quantitative study. In a same vein, being collectivistic, autocratic, and bureaucratic, which the qualitative analysis did not find to be as significant as those that did in the quantitative study. This may be due in part to the use of both qualitative and quantitative approaches. It might also be an expression of India's complexity—"a land famous for extremes"—intolerance. The two most crucial traits are still collectivism and a compassionate outlook. It seems that the society is going through a significant shift toward power equality. Simultaneously, the preference for individualism is growing. We can get the conclusion that the majority of Indian principals exhibit both "Effective" and "Moderate" leadership. Leaders leave a lasting impression on their organizations by their actions and, of course, their behavior. A leader's legacy is the best gauge of their excellence. Authority and power can be shared or transferable between individuals or between groups. Nonetheless, the prerequisite for exceptional achievement remains to be leadership. Over time, effective leaders yield positive outcomes and truly have an impact.

REFERENCES

1. Zimmerman, B. J. (1995). Self-efficacy and educational development. In A.Bandura (Ed.), Self-efficacy in changing societies (pp. 202-231). New York: Cambridge University Press.
2. Simkiss, T. (1998), Autonomy and accountability in B. filder, S.Russel and T.S. Simkins (eds), Choices for self-managing schools, autonomy and accountability. London: Paul Chapman.
3. Aslankhani, M. A. (1379/2000). Study of the relationship between different leadership styles and job satisfaction from the view point of Physical Education instructors in Iranian universities. Harekat, 5, 63-85,summer.
4. John Ruskin (2000), Applying total quality management principles to secondary education.
    Hhtp://www.atwoodpublishing.com/subjects/totalquality.htm.
5. Yousef, D. A. (2000). Organizational commitment: A mediator of the relationship behavior with job satisfaction and performance in a non western country. Journal of Managerial Psychology, 15(1), 6-24.
6. Bragg, T. (2002). How can you improve employer/ employee commitment? Special interest features. Personnel Psychology, 12(3) 24-34.
7. Cotton, K. (2003). Principals and student achievement: What the research says. North West Regional Educational Laboratory.
8. Northouse, P. G. (2003). Leadership theory & practice. New Delhi: Response Books.
9. Gholamreza Shama, Mourkani and Dr. G. Anwar (2006), A comparative study of educational leadership effectiveness of high school principals in relation to job-values and school climate in Iran and India, Regional Institute of Education (NCERT).
10. Shadma Absara (2018), An investigation into the influence of school heads' distributed leadership on the work behavior of teachers work behaviour.
11. Hina Mohnot (2018), The relationship between academic leadership prerardness and leadership style in Indian higher education, Ansal University.