



Educational Leadership And Management

Sabar Mahalat, Research Scholar, Sun Rise University, Alwar

ABSTRACT

Educational leadership and management are central concepts in understanding organizing in educational institutions. In this article, one analyse and contrast two concepts. They conclude that educational management bears responsibility for the proper functioning of a system in an educational institution in which others participate. Taking this kind of responsibility is a state of mind and does not require actions, although it usually and often does. Conversely, educational leadership is the act of influencing others in educational settings and the need for some type of actions to achieve goals. When they play a delegated responsibility concerning that responsibility, they are affected and therefore leading. Although educational leadership is ideally done responsibly, in practice it is not necessarily the responsibility for the functioning of the educational system in which influence is exercised. Through our analysis, the notion of responsibility, which is underlined in the ideas of organizing in educational institutions, comes to the fore. Educational responsibility is an important assumption and should play a more prominent role in organizing analysis in educational institutions.

KEYWORDS: Leadership, Management, Education, Responsibility

INTRODUCTION

Educational leadership is the process of enlisting and directing the talents and energies of teachers, pupils and parents towards achieving common educational objectives. The term is often used equally with school leadership in the United States and has suppressed educational management in the United Kingdom. Many universities in the United States offer bachelor's degrees in educational leadership. Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategise, and implement structures to execute an education system. Educational leadership helps in improve their leadership of the quality of learning and teaching and the development of their schools, develop a critical engagement with key leadership theories, concepts and challenges and focus on effective and reflective leadership practice. Leadership as the moral and value underpinning for the direction of schools is being removed from those who work there. It is now very substantially located at the political level where it is not available for contestation, modification or adjustment to local variations.

The centrality of purpose and objectives for the management of schools and colleges is common to most of the various theoretical approaches to the subject. However, there is disagreement about three aspects of goal-setting in education:

1. the value of formal statements of purpose
2. whether the objectives are those of the organization or those of particular individuals
3. how the institution's goals are determined.

The term educational leadership became popular in the mid-20th century when demands on schools for higher levels of student achievement increased. Schools were expected to improve, reform and respond to the educational needs of children. These expectations were accompanied by calls for accountability at the school level. In such a scenario, the maintenance of the status quo was no longer considered acceptable through the routinized forms of administrative and management practices that implied stability by exercising control and supervision. Ideas, in research as well as in practice, started to emerge with a focus on restoring the faith in the school system and infusing it with dynamism and pro-active behaviour of leaders at the school level. This new wave of optimism resonated well with the concept of school leadership. It was felt that the evolving nature of school environments placed greater and newer demands on educational leaders, where knowledge of school operations, management, finance, departmental regulations and state mandate were considered necessary, but not sufficient. The increasing diversity of student population in terms of language, culture, customs and beliefs placed a premium on school leaders to think and act beyond their customary duties. The low learning levels of children, even after attending school, created an urgent need for a strong emphasis on the development of instructional skills of school heads to promote quality teaching and high levels of learning for all children. Across the globe, intense research began focusing on the attributes and characteristics of good school leadership as it began to be recognized as a precondition for the transformation of the schools for improving student learning.

The development of higher education in India has been widely discussed by most scholars, policy and decision makers. And it is believed that India stands as one a chance to succeed in the expansion effort with the help of academia Strong faculty who can provide effective academic leadership in teaching and research. There are many good faculty members who can pursue academic education. If Indian higher education is desired then leadership position will be required to be in comparative position with international universities.

School leadership in the Indian context can be described by its four core functions. They are: influencing others, directing others, empowering others and working with others (Mythili, 2020). It is through these processes that a principal leads the school exercising fourty pes of leadership styles

– responsive, responsible, inclusive and network leadership.

In the Indian context, it is the head teacher who plays a central role in school leadership and management. A typical day of a school principal involves listing the talents and energies of teachers, students and parents and achieving their educational objectives. With the effective use of resources, head-teachers in India bear huge responsibilities to establish a healthy relationship with the local community.

The formal aims of schools and colleges are sometimes set at a high level of generality. They usually command substantial support but, because they are often utopian, such objectives provide an inadequate basis for managerial action. A typical aim in a primary or secondary

school might focus on the acquisition by each pupil of physical, social, intellectual and moral qualities and skills. This is worthy but it has considerable limitations as a guide to decision-making. More specific purposes often fail to reach the same level of agreement. A proposal to seek improved performance in one part of the curriculum, say literacy or numeracy, may be challenged by teachers concerned about the implications for other subjects.

One problem is that individual and organizational objectives may be incompatible, or that organizational aims satisfy some, but not all, individual aspirations. It is reasonable to assume that most teachers want their school or college to pursue policies which are in harmony with their own interests and preferences

School and college aims are inevitably influenced by pressures emanating from the wider educational environment and lead to the The importance of leadership and management for education questions about the viability of school 'visions', noted above. Many countries, including England and Wales, have a national curriculum, linked to national assessments and inspection systems, and such government prescriptions leave little scope for schools to decide their own educational aims. Institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of student need.

Although educational leadership has become popular in recent years as a replacement for educational administration, leadership arguably presents a partial picture of the work of school, division or district and ministerial or state education agency personnel, not research areas. Faculty of the university in departments related to the operation of schools and educational institutions to mention. For this reason, the merits of the term as a catch-all for the region can be questioned. Rather, the a etiology of its use can be found in the neo-liberal social and economic governance model experienced more commonly and co-temporally, particularly in the United States and the United Kingdom. On this view, the term is thought to have been borrowed from the business.

Educational Administration programs need to provide activities and opportunities for building leader candidates to learn about and to address the variety of daily leadership and management tasks that confront today's principals. The identified issues in this module are designed to develop the students' problem solving capabilities and require them to begin interacting with building principals in rural, suburban, and urban settings. Several school administrators (building principals, district directors, etc.) were interviewed to identify the range of issues confronting today's school building leaders. It is clear that school building principals have a significant role to play in managing and leading our schools in the future. Whether these two concepts are completely separate or simply two sides of the same coin, one thing is perfectly clear: school building principals must engage in both management and leadership activities.

Leadership provides a realistic understanding of how the school is headed. There are four ways:

Responsive leadership is a responsible leader who understands, recognizes and addresses the needs, aspirations and expectations of students, teachers and parents. She provides opportunities for collaboration; Optimal utilization and utilization of available resources; Serving stakeholders with due care in a timely manner and through a non-discriminatory approach.

Responsible leadership refers to taking responsibility for decisions made in the school context and actions taken to improve school quality and student learning.

It enables principal schools to reflect critically on their own personal and professional orientation; Develop an understanding and perspective about school leadership while leading schools in normal and challenging situations; Creating the school as an institution that learns and grows; And systematically design, plan and implement changes using innovations, good practices to improve teaching-learning processes.

Inclusive leadership consciously refers to all children, all teachers, all parents and the entire community to provide equal opportunities in school processes, regardless of abilities, skills, intelligence and knowledge. Fullan (2010) gives seven big ideas: all children can learn; A small number of main priorities; Strong leadership; Collective capacity; Strategy with accuracy; Intelligent accountability; And all means all.

Network leadership: Leaders working from various hierarchical positions in the school and education system work with each other to support the school and its leader. They share responsibilities with the principal for major changes. Leaders join with each other to form a collective. They develop a shared approach rather than adopting a leader-follower approach. These leaders also continue to search for talents that can innovate.

Therefore, the core of LfL in the Indian context is: to ensure that all students learn, everyone else in the education system must engage in continuous learning. Leadership for learning draws attention to the fact that all those who are directly or indirectly connected to the education system such as teachers, school heads, administrative and support staff, community, parents, education officers, national to school Various hierarchical positions in the education system up to K. Cluster. And complex levels must engage learning for leading learning processes.

All efforts to learn in schools should make children meaningful and actively participate in economic work and social change in society. It has been developed in the school through a strong and broad-based curriculum that includes study arts, sciences, humanities, languages, mathematics, sports and vocational courses and key practices and pedagogical practices adopted by teachers. As educational leaders, principals strive to realize their impact on the learning experiences of students under their care. By practicing an educational leadership framework for leading learning, a principal can unlock the potential of most students. Students can then work towards increasing their knowledge, skills, attitudes and proposals.

Educational institutions operate within the legislative framework set by national, provincial or state parliaments. One of the major aspects of such a framework is the degree of decentralization in the educational system. The highly centralized system allows for bureaucracy and little discretion for schools and local communities. Decentralized systems develop significant powers to subordinate levels. Where such powers develop at the institutional level, we can talk of 'self-management'.

The increase in the number of leaders has led to a developing interest in distributed leadership. Leading effectively requires systematic preparation while developing the knowledge, characteristics and skills required. The importance of specific training and development has been recognized as the pressure on school principals intensifies. The greater complexity of school-based contexts, which tend toward site-based management, has also increased the need for preparation.

Leadership as influence

Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person over other people to structure the activities and relationships in a group or organisation.

Leadership and Values

The notion of 'influence' is neutral in that it does not explain or recommend what goals or actions should be pursued. However, leadership is increasingly associated with values. Leaders are expected to enter the fray activities in clear personal and professional values.

Distinguishing educational leadership and management

By leadership, it means influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goal. Leadership takes much ingenuity, energy and skill. Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses.

The significance of the educational context

Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the US. Theory development largely involved the application of industrial models to educational settings. By the twenty-first century the main theories, featured in this book, have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Educational leadership and management has progressed from being a new field dependent upon ideas developed in other settings to become an established discipline with its own theories and significant empirical data testing their validity in education. This transition has been accompanied by lively argument about the extent to which education should be regarded as simply another field for the application of general principles

of leadership and management, or should be seen as a separate discipline with its own body of knowledge.

CONCLUSION

Educational leadership and management are increasingly considered essential if schools and colleges are to achieve the broad objectives set for them by many of their stakeholders, particularly those governments that provide the most funding for public educational institutions. In a growing global economy, an educated workforce is important to maintain and increase competition. The society hopes that schools, colleges and universities will prepare people for employment in a rapidly changing environment. Teachers, and their leaders and managers, are the people who are required to 'deliver' high academic standards. There is a widespread belief that raising standards of leadership and management is the key to improving schools. Increasingly, it is linked to the need to prepare and develop leaders for their demanding roles.

BIBLIOGRAPHY

- https://www.dphu.org/uploads/attachements/books/books_5057_0.pdf
- https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/SL_DP_Framework_NCSL_NUEPA.pdf
- <https://www.edx.org/professional-certificate/newcastlex-educational-leadership-and-management>
- <https://www.nottingham.ac.uk/pgstudy/course/taught/educational-leadership-and-management-ma>
- <https://journals.sagepub.com/doi/abs/10.1177/1741143217745880?journalCode=ema>
- https://en.wikipedia.org/wiki/Educational_leadership
- <https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/curriculum/educational-leadership/>
- https://en.wikipedia.org/wiki/Educational_management
- https://shora.tabriz.ir/Uploads/83/cms/user/File/657/E_Book/Management/Educational%20Leadership/Educational%20Leadership%20vol2.pdf
- https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwj3wsrQl-TuAhWVh0sFHfztD8cYABABGgjzZg&ae=2&ohost=www.google.com&cid=CAESQOD2QH2FxFuHuaKPUvN4BXTTHcgbY74E1gs30jfewY5JJxrx93uSGcP4a9cPS1zC1462dPtyP5iZDZoXkWKvCkmU4&sig=AOD64_3i-CVio7CkurG7omX18PGd6zlerA&q&adurl&ved=2ahUKEwiZob7Ql-TuAhWMAcsKHxKIDNA4ChDRDHoECAkQAQ
- <https://graymatterscap.com/school-management-systems-for-remote-schooling/>
- <https://www.youtube.com/watch?v=BFm0LRGwluU>