EDUCATIONAL LEADERSHIP: A BASIC PRESPECTIVE FROM GLOBAL TO INDIAN SCENERIO

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Abstract

The most important thing for an economy to move in a positive direction is to have a strong education system. Every country keeps on trying to improve its education system and for this, various countries try to implement new strategies in their education system. Educational Leadership is an integration of management and leadership concepts and theories in education for the betterment of students, faculty members, and overall educational institutions. Educational leadership is the experience of how to respond to a particular situation and adopt an appropriate approach in student achievement, engagement, and motivation. This secondary data-based qualitative research paper explored the concepts and theories globally and in the Indian scenario. The research paper also put forward some basic suggestive measures for the proper implementation of Educational Leadership in the Indian education system.

Key Words: Education, Education System, leadership, Educational Leadership

INTRODUCTION

The terms management and leadership are not new to the world and generally an overlap is seen between these two terms. Many researchers and scholars distinguished the two terms as; management is seen as a maintenance activity while leadership is seen as change in current scenario but the practical aspects, theories of the two terms are totally different and are equally important not only in corporate organizations but also in government and educational institutions. Leadership is seen in various forms and various scholars have defined it and put forward various theories such as: managerial leadership (Bass, 1990), Transactional leadership (Burns, 1979), Transformational leadership (Avolio, 2005; Bass, 1990; Burns, 2003), Instructional leadership (Blake and Blake, 2004), Situational leadership (Hersey and Blanchard, 1988) and various others (Santamaria, 2013). The role of leadership is also prominent in schools for maintaining and developing better and better education systems. There is a lack in the practical approach of Educational Leadership otherwise the term in not new. It is actually a submitted term which is beneficial to both student and

teacher in educational settings (Bush, 2007). It is the responsibility of an educational institution to implement the educational leadership and educational management in a proper and defined way for the overall development of students and faculty members. There is confusion in the minds of educationalists and practitioners related to both the terms educational leadership and educational management. Educational management generally entails delegation to assign, accept and carrying the responsibility for an educational institution while educational leadership is an action-based process to influence others in educational settings and always goal oriented (Connolly et al, 2017).

Historically educational leaders may practice the leadership through different experiences rather than aligning in main stream educational theories. As Thomas and Ely claim in their research that educational leadership is the experience how to respond in a particular situation and adopt appropriate approach in student achievement, engagement and motivation. It is collaborative thinking process about how students attain their goals, manage and distribute a task through teams and communicate the ideas to others (Santamaria, 2013). Basic four aspects on which school leaders meaningfully influence student learning are 1.Their organization, 2. The visions and goals of schools and district, 3. People within the organization and 4. The curricular and instructional agenda in the schools and districts (Young et al, 2017).

The two basic ways to describe the educational leadership; firstly, It refers to those who attain top position in an educational institutional hierarchy as followed by United Kingdom system as from primary, secondary and post-16 education and hierarchy follows through executive heads, principals, deputies, assistant heads and business managers and secondly, educational leadership is a way to define goals and approaches for the achievement of desired goals through motivation and engagement in tasks (Hawking and James, 2016; Connolly et al, 2017).

Educational leadership is not just to motivate the students to participate in a task but also helps to create a conducive and favorable environment around them so that they could participate without any delusion. The domain is not just restricted to one domain or one explanation but various other concepts are also worked alongside. Educational leadership is providing constant opportunities to school leaders and is also active to develop feedback so that they apply their

experience, skill and knowledge in various contexts. United States of America and United Kingdom are the countries that are using this technique in their institutions for the betterment of schools by overall development of students and teachers (Dexter et at, 2020).

Educational leadership can be seen at each level in an institution from top to bottom as it is a hierarchical process for the overall development of an institution.

Knowledge	Skill	Attitude
•School leadership •Pedagogical content knowledge •Acedemic supervision •Team learning •School development plan •ICT initiatives	•Vision building •Collaboration •Communication •Acedemic supervision •Supporting transformation of Teaching-learning processes •Planning and reviewing	•Taking initiative •Positive outlook •Being proactive •Belief that every child can learn •Belief that every child can progress.

Therefore, it is a two-way process 1. Improving student learning and 2. Professional development of teachers. The theory behind educational leadership is that every child is capable of learning and progressing, and teachers can improve their teaching practice, knowledge and skills (NISHTHA, 2019).

OBJECTIVES OF THE STUDY

- To throw the light on evolution and history of the concept educational leadership.

- To identify various parameters of educational leadership those majorly influence institutional settings.

- To explore about suggestive measures to boost educational leadership in Indian institutions.

RESEARCH METHODOLOGY

The research paper is of qualitative type which is based on secondary data sources such as reports, research articles, magazines, and others. The research paper tried to answer the research objectives and also put forward suggestive measures related to that.

EVOLUTION AND HISTORY OF EDUCATIONAL LEADERSHIP

The concept of educational leadership was emerged in early 20th century. The term evolved from the leadership but the implementation was only restricted to educational institutions. Many professionals, scholars put forward various theories related to educational leadership. All educational institutes operate within a defined policy framework that designed by national or provincial governments. United States was the first country where the first formal study was begun related to the subject in 20th century and the concept has described in four broad areas: -

- Ideology phase (pre-1900), 2. The perspective phase (1900-1945), 3. Professionalism/behavior science phase (1946-1985) and 4. Emerging/ dialectic phase (1985-present).

- Era of Ideology (pre-1900) - In this era, teachers were started aligning in formal education system. Basic framework was designed and formal training started of teachers regarding school education. Not that much attention was given to the educational management and educational leadership terms.

- Perspective Era (1900-1945) - School administration, practices and policies related to school management were the main streams from where school and colleges started recruiting the professors. Many state governments also started hiring professionals or certified graduates for training the students for leadership. Scientific management by great philosopher F.W. Taylor was there and various other concepts started to develop. Human resources and democratic administrations were the main principles for preparation of educational leadership.

- Professionalism/ behaviour science phase (1946-1985) - National Conference of Professors of Educational Administration was formed in 1954 which was the first concrete step to align educational leadership

with the theories of management and several others governmental and non-government societies began to emerge. Initially there were eight universities having national leadership characters for Cooperative Project in Educational Administration.

- Dialectic Era (1985- present) - Also known as cultural era and was based majorly on the impact of external forces on educational management rather than internal forces. The changing environment such as industralisation, technological advancement, and political interference changes the nature of schooling and school administration. Changing economic structures, social fluctuations, cultural and demographic changes also impacted the leadership styles in educational institutes (Normore and Lahera, 2018).

Strayer, Cubberly and Bobbit were some of the renowned scholars in United States those who advocated the educational leadership in institutes. Tammany Hall later joined the movement and this result a widespread transformation of leadership in American educational system (Bates and Ponds, 2010).

'First Order' Educational Changes	'Second Order' Educational Changes
• Constructivist learning approaches • Brain-based teachingmethods ('accelerated learning') • Teaching for understanding ('deep learning') • Development of 'key skills' (communication, emotional intelligence, problem-solving) • Student self-evaluation • Collaborative group learning • Problem-based learning • Commitment to life-long learning	•*Associated with new public management* • Results-based accountability for pre-specified standards and targets • Market competition between schools • Staff appraisal and performance-related pay • *Associated with professional empowerment* • Restructuring of the school as a professional learning community • Transformational school leadership (vision, mission, strategy, re-culturing, learning organisation) •Continuing school-based professional development

India also witnessed some of the reforms regarding educational leadership in schools, colleges and higher educational institutes. In Indian context, the need for a systematic approach to school leadership developmental gains added significance in constitutional rights such as: right to education, right of equal access to education and right to joyful learning environment are there to transform schools and school leadership (School Leadership Development,

2014). India established National Center for School Leadership (NCSL) in 2012 under National Institute of Education Planning and Administration (NIEPA) that is working towards addressing the leadership requirements. The center also focuses on functioning towards evolving differential and workable leadership models (NCSL, 2012).

THEORIES AND PARAMETERS UNDER EDUCATIONAL LEADERSHIP

The need of managerial competence for educational leadership begun by Self-Management Concept started in United Kingdom and in many others parts of the world. Vision, values and transformational leadership are the major dimensions of effective educational leadership. Majorly there are three perspectives behind all the educational leadership theories are:

- *Normative concept:* It reflects the beliefs, culture and a bit about the nature of educational institutes and the behaviour of individuals within them. It viewed that school and colleges can be managed well rather than to have theoretical knowledge of management and leadership. Various *scholars distinguish former statement as descriptive and latter one was called as normative.*

- *Selective concept:* As the name suggests it emphasizes on various factors and dimensions simultaneously of an institution. One should not leave a factor, as all factors are equally important. It viewed that educational institutions are not one dimensional but are multiple and all dimensions should be considered.

- *Observational concept:* This concept further has two aspects: 1. Development of concepts and then became the theoretical framework by observing the systems and 2. The scholars have a theoretical concept first and then tested the concepts by observational subjective models (Bush, 2003).

THEORIES BEHIND THE EDUCATIONAL LEADERSHIP:

Instructional leadership	Core businesses of school are at the top priority and evaluate teaching methods, learning outcomes, pupils'

	progress and other achievements.
Transformational leadership	It focuses on the commitment of colleagues and on improving performance by leading the change.
Moral leadership	It actually stresses on the importance of basic moral values, clear vision and mission of an institution and ethical practices in leadership.
Participative leadership	Here the primary focus is on associating colleagues in shared decision-making and social capital
Managerial leadership	Emphasizes on collaborative functions, tasks and behaviours.
Contingency leadership	Primary function is to align the educational leadership in main stream and also trained them for all organisational situations and challenges and circumstances they face and encounter over time.

In India formal educational system was started when there was no school and gurukuls (boarding and learning at the home of the teacher) were prevailing and Sanskrit was the only language. During British rule, Macaulay system was imparted that was characterized by technology, philosophy and formal relationship between student and teacher. But after independence, there was a great change in Indian education system and government try to focus on the competencies of students and teachers which is defined as a combination of attitudes, knowledge and skills that allow one to be successful in his or her position. The policies were focused on leadership in educational system and also framework was also there for the enhancement of skills and knowledge to manage people and resources (Saravanabhavan et al, 2016). The main parameters of educational leadership in Indian context are: -

- DEVELOPING SELF- Develop positive self-concept and also continuously refine capabilities, performance, attitudes and ethical values among school leaders. Create space for overall development (emotional, mentally and physically) through learning and by interacting with different situations. It has further three aspects: *Time management, Collective thinking, and Personal development plan.*

- TEACHING-LEARNING PROCESS- Educational institutions are not only meant for learning and imparting education but are also the primary hub for creativity. The major parameters under teaching-learning processes are: *Totto chan-* Silent reading, educational quotes by eminent

personalities and make the student confident by power point presentations.

- BUILDING AND LEADING TEAMS: Team work creates a bond for better understanding of educational institutions, and also enhances team member's overall capabilities, skills and new way of approaching problems and challenges. Building team, collaboration, conflict management, effective communication is the major factors.

- LEADING INNOVATIONS: It is seen as one of the primary factors in educational settings that deal with resolve the basic problems that leaders face in day to day working. It builds confidence and innovative cultures in institutions, which is key to facilitating transformation through innovation actions.

SUGGESTIVE ACTIONS TO BOOST EDUCATIONAL LEADERSHIP

Various scholars worked globally to uplift the educational leadership programs but also face certain criticism ranges from strategies employed in program functioning, methods used in accessing education levels, procedures in recruitment and selection of candidates. Weak knowledge base, profound lack of inappropriate program, use indiscriminate adoption of practices weakens the educational leadership system globally.

Major flaws in educational leadership globally
Fragmentation
Lack of differentiation between practice and academic professionalism
Lack of attention to necessary skills
Neglected the basic cultural ethics
Improper attention to diversity and social justice
Weak strategies lack of space for creativity and delivery system
Certification and employment issues

Along with various centrally added projects, Indian education need to implement some directions related to educational leadership. There should be a flexible framework in the educational institutions to follow so that student feel motivated and confident and also bears accountability for what they do.

The primary challenge is to develop and train leaders in educational institutes. The basic functions that can enhance the educational leadership in institutions

are awareness and knowledge of a range of leadership approaches, theories and implementation.

- To create a conducive environment in educational institutions where leader can fully utilize the skill and knowledge. An educational leader should not be overloaded or underloaded by work pressure as both can hinder the desired outcome.

- Perfectly distributed job roles and responsibilities. There should be a stable hierarchy and all individuals should aware well of the roles and responsibilities. Meetings should be organized to implement rules and policies to carry out numerous tasks for effective functioning of institutions.

At last students should be aware of all the leadership developmental programs and there should be equal opportunity for all the students to enhance their professional growth. Maintenance of ethics, healthy professionalism, cultural respect, equality norms, technological guidance, and proper performance appraisal systems are the building blocks of the effective educational leaders.

CONCLUSION

Educational leadership is not a technique for just students but faculty members are also the part of this system. Various policies and frameworks are there and each country follows their own according to the education system but still the efforts have to be made to make it clearer and responsiveness on ground. United States and United Kingdom are highly advanced countries in terms of educational leadership and various policies and projects are laid to enhance the program such as NCPEA, CPEA, CASA in United States and CCEAM and BEMAS in Britain. In India SCSL are some of the government- initiated programs but are not enough on ground. Indian government has to nurture the education system by providing proper channels for students to come forward and express their views. Opportunity for all students, perfectly distributed job roles and responsibilities, technological guidance are some of the key areas where government can take interest for developing effective educational leadership in Indian educational institutes.

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