

Educational Leadership and Management

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Abstract

The role of educational leadership has become very relevant and significant due to the rapid development of information and communication technologies. The main prerequisite for the quality of education is a highly qualified personnel policy. Educational leadership implies trained and committed professionals who are responsible for managing results. While the need for effective leaders is critical, it is important to distinguish which leadership behaviors are important to achieve desired outcomes. The article examines the methodological functions of educational leadership and management and the arguments of their relative effectiveness in the context of the quality of education. The competitiveness of educational leadership depends on the development of a highly skilled workforce. Within the framework of the above, we classify the main leadership styles and principles applied in University management because educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by obtaining and applying the basic principles and styles of educational leadership and management. Reference was also made to the analyzes and predictions of leading researchers in the field, as a result of which proposals were presented regarding the prospects for the development of educational leadership.

Keywords: Educational Leadership, The Conduct Code of Leadership, Management and Leadership, Education, Improvements, Leadership Styles

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1. Introduction

Many scientists claim that leaders are not born, but made. Absorbingly, it is also recognized that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to accomplish organizational goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience. Leadership is arguably one of the most observed, yet least understood phenomena on earth (Burns, in Abbasialiya, 2010). Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. Naylor (1999) argued, that effective leadership is a product of the heart and an effective leader must be visionary, creative, passionate, flexible, innovative, courageous, inspiring, imaginative, experimental, and initiates change. (see Figure 1).

- **Leadership** involves inspiring and motivating educators, students, and staff. Educational leaders create a positive and encouraging environment that promotes innovation and creativity.
- **Management** involves supervising and directing activities to ensure that tasks are completed efficiently. Managers provide the necessary oversight to maintain standards and achieve desired outcomes.

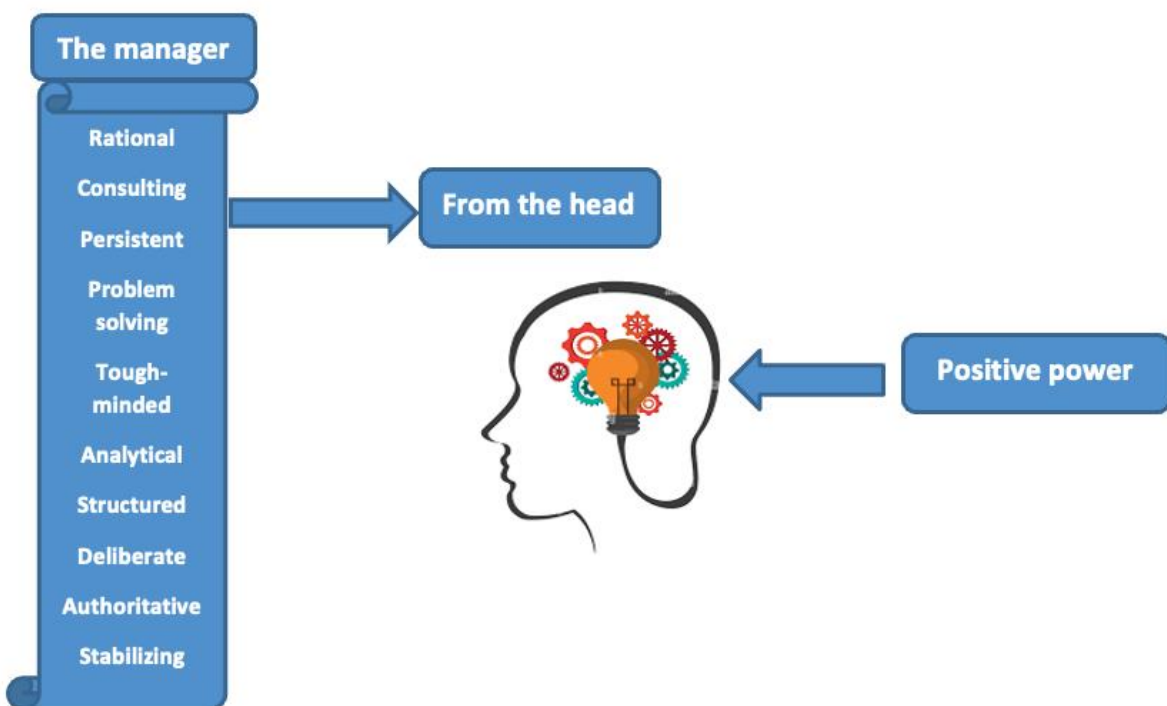


Figure 1: Qualities of the Leader and the Manager
Source: Naylor (1999, p. 524)

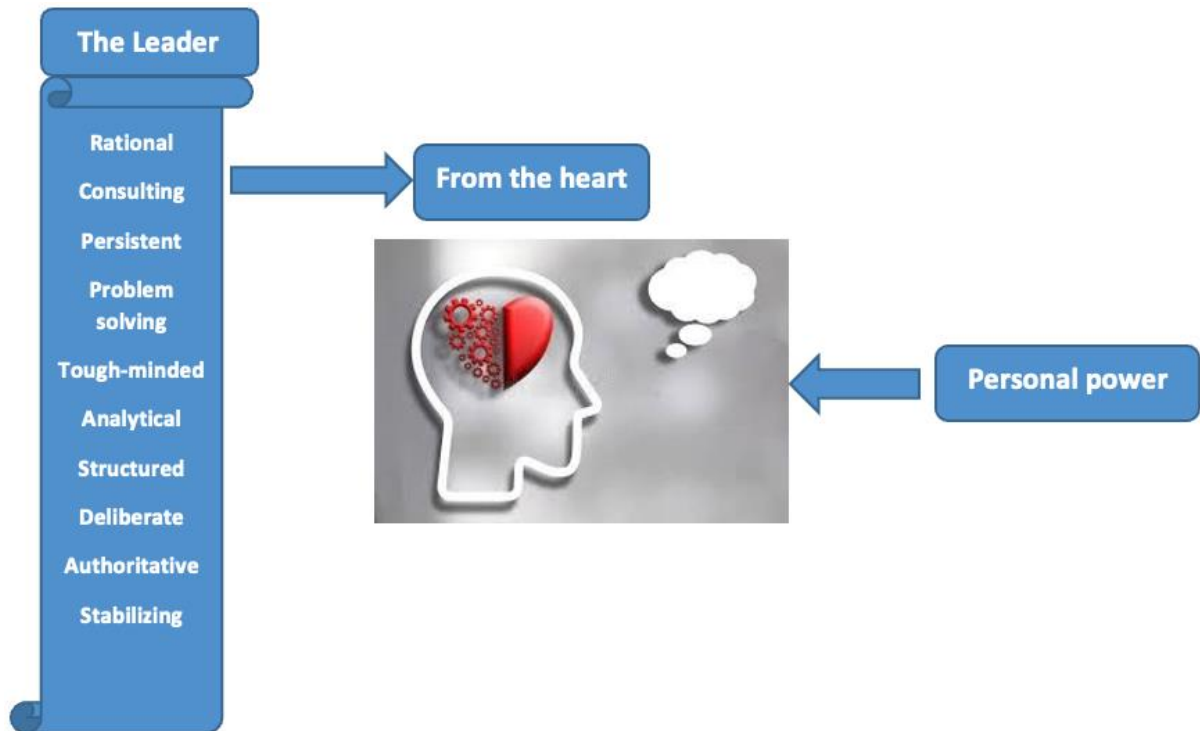


Figure 1 (cont.): Qualities of the Leader and the Manager
Source: Naylor (1999, p. 524)

What is Educational Leadership?

“Leadership is about influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others...” Larry Cuban



Figure 2: Description of Educational Leadership

The concepts of “*manager*” and “*leader*” are often considered synonymous, and leadership is presented as one of the roles of a leader. However, there are some differences between management and leadership. Leadership means the ability to lead people. “The greatness of a leader lies not in his own strength, but in his ability to empower those around him. A leader inspires people and excites employees by conveying to them his vision of the future and helping them adapt to the new and move through the stage of change” (Bennis, W., 2009). In comparison to leadership, management means to direct the activities of subordinates, to be

responsible for making management decisions, and to be the official representative of the organization.

A leader has followers, while a manager has subordinates. A manager is part of a formal organization, he is appointed "from above," while a leader belongs to an informal structure, he is spontaneously nominated "from below" based on faith in his ability to show the way, help, and be a team representative. A manager can influence the behavior of subordinates by using formal organizational tools such as organizational structure, regulations, instructions, fines, bonuses, etc, whereas a leader does not have such powers at his disposal; he can only rely on his personal qualities, set an example, inspire people, cheer them on, and charge them with charisma. There are manipulative leaders who can play on people's weaknesses. Leadership, unlike management, is unstable, because at any moment the mood of the followers can change, and another leader will come to the fore.



Figure 3: Importance of Educational Leadership

2. Educational Leadership and Management Processes

Leadership, as a creative enterprise, looks at the horizon and not just at the bottom-line. (Bennis, W. in Anyamele, 2004) A leader makes good decisions which imply a goal, a direction, an objective, a vision, a dream and a path. According to Bennis, a leader does the following (Bennis, W., 2009):

- ***Creates a Compelling Vision:*** Leadership has to get people in the organization to buy into a shared vision and then translate that vision into reality. Leaders motivate people by helping them to identify with the task and the goal, rather than by rewarding or punishing them. Leaders inspire and empower people; they pull rather than push.
- ***Creates a Climate of Trust:*** Leaders must know how to generate and sustain trust. In order to do this, leaders must reward people for disagreeing, reward innovation, and tolerate failure. For a leader to create trust he or she must be competent so that others in the organization can rely on the leader's capacity to do the job. To create trust a leader must behave with integrity. Finally, to generate trust (and be an effective leader) a leader must achieve congruency between what he or she does and says and what his or her vision is.
- ***Creates Meaning:*** A leader creates meaning by maintaining an environment where people are reminded of what is important. A leader helps to define the mission of the institution and models the behavior that will move the organization towards goals. Leaders are people who can eloquently use words to express the collective goals of the organization.

- **Creates Success:** Effective leaders perceive and handle ‘failure’ differently – they embrace error and vow to learn from it.
- **Creates a Healthy and Empowering Environment:** Effective leadership empowers the workforce to generate commitment, and developed the feeling that organization members are learning, and that they are competent. Good leaders make people feel that they are at the very heart of things, not on the periphery.
- **Creates Flat, Adaptive, Decentralized Systems and Organizations:** Bureaucracy does not create leaders, bureaucracy creates managers and bureaucrats. Managing change is perhaps the ultimate leadership challenge. Strong leadership can often be seen in organizations based on a network or flattened hierarchy model — a more centralized model where the key words are acknowledge, create and empower.



Figure 4: Importance of Educational Management

Educational management processes involve the arrangement and deployment of systems that ensure the implementation of policies, strategies, and action plans throughout a set of integrated practices in order to achieve educational goals. Process performance can only be optimized through a clear understanding of how different units of work fit into the whole. Process performance ensures that a fit for purpose management system of the education is developed, implemented and constantly improved. It looks at how management gathers information to inform educational policy and strategy and involves the application of systems standards covering quality management systems (Lewis et al., 1995). Process performance, when documented and analyzed scientifically and compared with desirable outcomes, generates facts on the basis of which the processes in question can be effectively managed and continuously improved. This factual information supports decisions at all levels that in turn improve educational process performance further (Schoderbek et al., 1988).

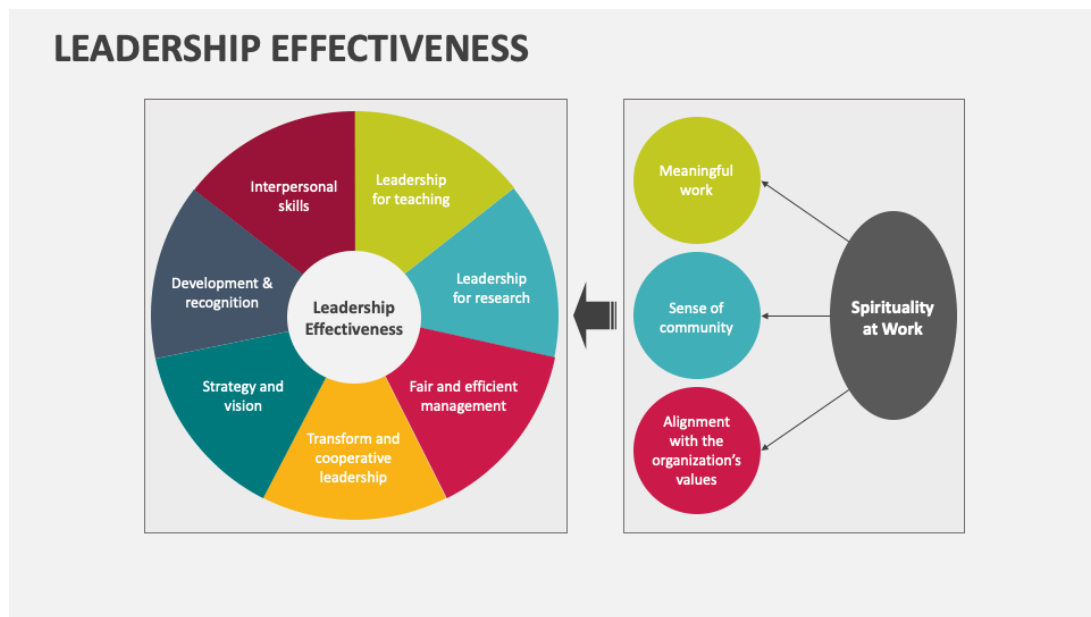


Figure 5: Leadership Effectiveness

Educational leadership is very critical to educational conclusiveness. To sustain it, leaders must develop sustainability on how they approach, commit to and protect teaching and learning in educational institutions; how they sustain themselves and followers around them to promote and support teaching and learning; how they are able and encouraged to sustain their vision and avoid burning out; and how they consider the impact of their leadership in educational management. Most leaders want to do things that matter, to inspire others to do it with them and to leave a legacy once they have gone (Hargreaves & Goodson, 2006). To a large extent, it is not leaders who mismanage their organizations; however, it is the system in which they lead (Mulford, 2003). Questionably, sustainable leadership certainly needs to become a commitment of all educational leaders.

3. Leadership Styles

Leadership is a pivotal factor in the success and growth of any organization. Leadership styles are the approaches used to motivate followers. The way leaders guide and influence their teams can significantly impact productivity, engagement, staff turnover, and overall morale. To effectively navigate their roles and build successful teams and organizations, leaders can adopt various **types of leadership** styles, each with its own unique traits and characteristics.

3.1. Democratic Leadership

A democratic leadership style is where a leader makes decisions based on the input received from team members. It is a collaborative and consultative leadership style where each team member has an opportunity to contribute to the direction of ongoing projects. However, the leader holds the final responsibility to make the decision.

Democratic leadership is one of the most popular and effective leadership styles because of its ability to provide lower-level employees a voice making it equally important in the organization. It is a style that resembles how decisions are made in company boardrooms. Democratic leadership can culminate in a vote to make decisions.

Democratic leadership also involves the delegation of authority to other people who determine work assignments. It utilizes the skills and experiences of team members in carrying out tasks.

The democratic leadership style encourages creativity and engagement of team members, which often leads to high job satisfaction and high productivity. However, establishing a consensus among team members can be time-consuming and costly, especially in cases where decisions need to be made swiftly.

3.2. Autocratic Leadership Style

Autocratic leadership is the direct opposite of democratic leadership. In this case, the leader makes all decisions on behalf of the team without taking any input or suggestions from them. The leader holds all authority and responsibility. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent.

3.3 Laissez-Faire Leadership

Laissez-faire leadership is literally defined as a compliant approach to leadership. Alternately, leaders supply their team members with the necessary tools, information, and resources to carry out their work tasks. The “let them be” style of leadership requires that a leader lets team members work without supervision and free to plan, organize, make decisions, confront problems, and accomplish the assigned projects (Chaudhry & Javed, 2012).

The laissez-faire leadership approach is empowering to employees who are creative, skilled, and self-motivated. The level of faith and independence given to the team can prove to be uplifting and can lead to job gratification.

Simultaneously, it is worth mentioning that in order to keep such a type of leadership in check as chaos and confusion can quickly ensue if the team is not organized. The team can finish up doing completely different things contrary to what the leader anticipates.

According to research, laissez-faire leadership is the least abundant and least effective.

3.4. Transformational Leadership

Transformational leadership is all about transforming the groups by inspiring team members to keep increasing their bar and accomplish what they never thought they were capable of. Transformational leaders expect the best out of their team and push them consistently until their work, lives, and businesses go through a transformation or significant improvement.

Transformational leadership is about acquiring change in organizations and people. The transformation is done by motivating team members to go beyond their comfort zone and obtain much more than their perceived capacities. To be efficient, transformational leaders should possess high levels of integrity, emotional intelligence, a shared vision of the future, empathy, and good communication skills.

Such style of leadership is often associated with high growth-oriented organizations that push boundaries in innovation and productivity. Practically, such leaders tend to give employees tasks that grow in difficulty and deadlines that keep getting tighter as time progresses.

However, transformational leaders risk losing track of individual learning curves as some team members may not receive appropriate coaching and guidance to get through challenging tasks. At the same time, transformational leaders can lead to high productivity and engagement through shared trust and vision between the leader and employees.

3.5. Transactional Leadership

Transactional leadership is more short-term and can best be described as a “give and take” kind of transaction. Team members agree to follow their leader on job acceptance; therefore, it’s a transaction involving payment for services rendered. Employees are rewarded for exactly the work they would’ve performed. If you meet a certain target, you receive the bonus that you’ve been promised. It is especially so in sales and marketing jobs.

Transactional leadership establishes roles and responsibilities for each team member and encourages the work to be completed as scheduled. There are instances where incentive programs can be employed over and above regular pay. In addition to incentives, there are penalties imposed to regulate how work should be done.

Transactional leadership is a more direct way of leadership that eliminates confusion between leader and subordinate, and tasks are clearly spelled out by the leader. However, due to its rigid environment and direct expectations, it may curb creativity and innovation. It can also lead to lower job satisfaction and high employee turnover.

3.6. Bureaucratic Leadership

Bureaucratic leadership is a “go by the book” type of leadership. Processes and regulations are followed according to policy with no room for flexibility. Rules are set on how work should be done, and bureaucratic leaders ensure that team members follow these procedures meticulously. Input from employees is considered by the leader; however, it is rejected if it does not conform to organizational policy. New ideas flow in a trickle, and a lot of red tape is present. Another characteristic is a hierarchical authority structure implying that power flows from top to bottom and is assigned to formal titles.

Bureaucratic leadership is often related with large, “century-old” organizations where success has come through the employment of traditional practices. Therefore, proposing a new strategy at these organizations is met with vicious resistance, especially if it is new and innovative. New ideas are viewed as wasteful and ineffective, or even downright risky.

Although there is less control and more freedom than an autocratic leadership style, there is still no motivation to be innovative or go the extra mile. It is, therefore, not suitable for young, ambitious organizations on a growth path.

Bureaucratic leadership is capable for jobs involving safety risks or managing valuable items such as large amounts of money or gold. It is also ideal for managing employees who perform routine work.

3.7. Servant Leadership

Servant leadership concerns a leader being a servant to the team first before being a leader. A servant leader endeavors to serve the needs of their team above their own. It is also a form of leading by example. Servant leaders try to find ways to develop, excite and encourage people to achieve the best results.

Servant leadership requires leaders with high integrity and munificence. It creates a positive organizational culture and high morale among team members. It also creates an ethical environment characterized by strong values and ideals.

However, other scientists believe that servant leadership may not be suitable for competitive situations where other leaders compete with servant leaders. Servant leaders can easily fall behind more hard-driving leaders. The servant leadership style is also criticized for not being nimble enough to respond to dense deadlines and high-velocity organizations or situations.

4. Conclusions

The role of the educational leadership and management will become very significant in the democratization of the student-teacher relationship, involving the creation of a positive climate. The importance of Lifelong learning becomes very crucial in the dynamics of a society, and knowledge is the main driver, whose presence promotes key skills, a high occupancy rate, and fulfilment on a personal level. Educational management, training, leadership, are actual concepts more than ever in the present in reality. The manager's role is to perpetually examine the evolution of demand in the labor market, to systematically consult and modify strategies in order to benefit students under existing and future situations. This article has discussed the effectiveness of educational leadership and management. Educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles. Educational managers know that leadership requires a number of judgments each day that requires acuity and understanding of various leadership strategies. Thus, bridging the gap between theory and practice should be able to provide exploration of dominant leadership strategies to give University leaders a reasonable basis in theory and practical application. Effective educational leadership style in University management is relatively fast, easy and cost effective if applied appropriately. The results of the effective educational leadership style applications are suitable for a number of purposes, which include improve administrative performance, team-building, and refined individual and University innovation in teaching and learning.

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