

## **B.Ed. 202: Educational Management, Leadership and Action Research**

### **Unit-4: Leadership in Education**

#### **Educational Management: Definition and General Concepts**

The concept of management overlaps with other similar terms, leadership and administration. Management is famous and used for instance in Great Britain, Europe as well as Africa, on the other hand, the term administration is preferred in the United States, Canada, and Australia.

The concept of leadership is of tremendous interest in most countries in the developed World at the present times. Management refers to the set of actions and tasks in relevance to application of the highest order of organization and effectiveness to use resources within to achieve the objectives of the organization.

Educational management may even be considered a (logy) by itself when it comes to the management of educational organizations. In essence, educational management is all about factual application of management principles in education fields. In the words of Mr. Gerald Ngugi Kimani it is plain as observe that educational administration and management are two applied fields of study.

Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

#### **Functions of Educational Management**

The process of educational management consists of five basic functions; a manager uses these functions to achieve educational organization goals and objectives. Most of the authors agreed on the following five functions of the educational management:

- Planning
- organization
- directing
- coordination
- controlling
- evaluation

#### **Educational management has three major field study area, they are**

- Human resource, through the student, the educational personnel, and the stakeholder and community as an education service user.
- Learning resource, such as tools through the planning which will be used as a media or curriculum.
- Facility and finance resource, as supporting factors which make the education held well.

#### **The scope of educational management is related to**

- Development related goals
- Planning and implementing the programmes
- Administration
- Solving the problems
- Professional development
- Evaluation and its consequences.

#### **The job of educational administrators**

1. Critical administrative responsibility areas
  - Goal attainment
  - Maintaining the school's cultural
2. Critical administrative processes

- Planning
  - Organizing
3. Critical administrative skills
- Technical

**There are seven factors which can be conceptualized in the synthesis of knowledge in educational administration.**

- Functions
- Skills
- Ethics
- Structure
- operational areas
- context
- issues

**Table-1: Comparison between Management & Administration**

<b>Basis For Comparison</b>	<b>Management</b>	<b>Administration</b>
Meaning	An organized way of managing people and things of a business organization is called the Management.	The process of administering an organization by a group of people is known as the Administration.
Authority	Middle and Lower Level	Top level
Role	Executive	Decisive
Area of operation	It works under administration.	It has full control over the activities of the organization.
Applicable to	Profit making organizations, i.e. business organizations.	Government offices, military, clubs, business enterprises, hospitals, religious and educational organizations.
Decides	Who will do the work? And How will it be done?	What should be done? And When is should be done?
Work	Putting plans and policies into actions.	Formulation of plans, framing policies and setting objectives
Focus on	Managing work	Making best possible allocation of limited resources.
Key person	Manager	Administrator
Represents	Employees, who work for remuneration	Owners, who get a return on the capital invested by them.

#### **4.1 Educational management and Educational leadership**

Leadership is a process of influence leading to the fulfillment the preset targets. It involves motivating and supporting others towards a whole vision for the school, the foundations of which are built on clear personal and professional values. Management is the realization of the policies of the school and the efficient and effective maintenance of the school's current activities. Some say, "Managers manage tasks, but leaders lead people," and "Management is doing things right, but leadership is doing the right things."

##### **Educational Leadership**

Educational Leadership means 'the ability of an accomplished person to influence others to achieve an objective.' Leadership in its core is about paving a path for person/people to take part for something extraordinary to be realized. The term effective leadership refers "to the ability

of successfully integrating and expanding the available resources within the internal and external environment to reach organizational or societal goals." Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision. Leadership needs at least two central factors which related inside. They are power and authority, plus the interaction of people in groups. The leader must have a vision and strong character to influence his followers. Educational leadership is defined as occurring when someone takes the initiative to facilitate the following conditions for implementing change in teaching and learning. They must be making opportunities to allow participants to develop personal understandings and to form social groups to allow for mutual support during the change process. They also must have encouragement to reflect on practice.

**Table-2: Comparison between Leadership & Management**

<b>Basis for Comparison</b>	<b>Leadership</b>	<b>Management</b>
Definition	Leadership means "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."	Management comprises directing and controlling a group of one or more people or entities for the purpose of coordinating and harmonizing that group towards accomplishing a goal.
Personality Styles	Are often called brilliant and mercurial, with great charisma. Yet, they are also often seen as loners and private people. They are comfortable taking risks, sometimes seemingly wild and crazy risks. Almost all leaders have high levels of imagination.	Tend to be rational, under control problem solvers. They often focus on goals, structures, personnel, and availability of resource toward persistence, strong will, analysis, and intelligence.
Orientation	People-oriented	Task-oriented
Focus	Leading people	Managing work
Outcomes	Achievements	Results
Approach to tasks	Simply look at problems and devise new, creative solutions. Using their charisma and commitment, they excite, motivate, and focus others to solve problems and excel.	Create strategies, policies, and methods to create teams and ideas that combine to operate smoothly. They empower people by soliciting their views, values, and principles. They believe that this combination reduces inherent risk and generates success.
Approach to risk	Risk-taking	Risk-averse
Role in decision-making	Facilitative	Involved
Styles	Transformational, Consultative & Participative	Dictatorial, Authoritative, Transactional, Autocratic, Consultative and Democratic
Power through	Charisma & Influence	Formal authority & Position
Organization	Leaders have followers	Manager have subordinates

### **Goals of educational leadership**

- To train the prospective Teacher/Mentor/Instructor to practice strategic leadership that promotes a vision, mission, values, beliefs and goals for 21st century Institutes/ schools
- To provide the prospective Teacher/Mentor/Instructor with the knowledge of best instructional and Institute/school practices that result in an environment of accountability and high standards for all students
- To provide a program of study that enhances the prospective Teacher/Mentor/ Instructor's understanding of the role culture contributes to Institutes performance, student learning, and the achievement of collective goals
- To develop the prospective Teacher/Mentor/Instructor's skills to create an Institute professional learning community which empowers teachers with distributive leadership.
- To develop the prospective Teacher/Mentor/Instructor's managerial leadership skills in budgeting, staffing, problem solving, and communicating in order to meet the 21<sup>st</sup> century needs of every classroom
- To facilitate the development of the prospective Teacher/Mentor/Instructor's external development leadership skills that will enhance parent/community/business engagement, support and ownership in the Institute
- To develop the prospective Teacher/Mentor/Instructor's micro political leadership skills to facilitate social cohesion and shared decision making among staff.

### **4.3 Education Team Building**

A climate of trust and cooperation is essential for effective student learning. Too many schools these days, however, report problems of:

- )] **Despondency.** Lack of a common purpose.
- )] **Disconnection.** Students and teachers can often feel disconnected. They can lack a common bond with each other and the school as a whole. Cooperation and collaboration between teachers and students is the key to high performing school systems.
- )] **Group Dynamics.** Individuals and groups can feel like outsiders in their own school.
- )] **Hostility & Aggression.** Unresolved conflicts can lead to fear, bullying, and worse.
- )] **Intolerance.** School communities can suffer from lack of tolerance and understanding, because of poor communication.
- )] **Low Morale.** Teachers that don't feel support or listened to, often suffer from low morale and job satisfaction. Similarly, students that don't feel listened to are more likely to misbehave.

#### **Professional Team Building in Schools**

Schools are turning to professional team building services as a way to build a positive culture of success and collaboration. In school different programs provide a sense of connection and improved communication skills that can improve job satisfaction and morale.

Effective team building leads directly to better communication. As a team, students, teachers and administrators start pulling in the same direction. The result is better learning, higher morale and increased performance.

#### **Team Building for Teachers**

- )] **School Administration.** Administrators can learn to improve their interactions with students and teachers, build trust and improve efficiency.
- )] **Subject Departments.** Department heads and their faculty team can learn to trust each other and work toward a common goal.
- )] **ClassLevel Teams.** Those on the firing line with youngsters can improve their conflict resolution skills, learn to trust themselves and others, and increase their problem-solving skills and improve conflict resolution.

#### **Team Building for Students**

Students' bodies and brains are continuing to develop at pace much faster than any of us. This is the perfect time to demonstrate problem-solving and communication skills that will stand them in good stead in and out of the classroom. Students have different type of teams such as:

- ) **Sports Teams:** Team building exercises show them that the results they want flow naturally from better cooperation and communication.
- ) **Student Groups:** School groups of all types learn how to trust and work toward a common goal, while having fun.
- ) **Extracurricular Activities:** Students learn that listening, talking and trusting help in every area of life.

#### Education Leadership Training

- ) Educational systems need effective leadership in both school districts and in school administration. Effective education leadership training, beyond professional team building, can help improve decision making and communication.
- ) Head of the school has find effective ways to connect with teachers, staff and students. This helps them make more effective decisions and gives faculty a sense that someone is hearing them.

#### 4.4 Mentoring

Mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less.

##### Process

Mentoring is a process for the

- ) informal transmission of knowledge,
- ) social capital, and
- ) the psychosocial support perceived by the recipient as relevant to work, career, or professional development;



##### Importance

A good mentor can help the mentee become more effective at work, learn new skills, develop greater confidence, and make better decisions for their overall career growth.

Mentors report many benefits as well, including satisfaction from seeing others develop; expanded generational and cultural perspectives; strengthening of technical, leadership, and interpersonal skills; and continuing to experience new ideas and insights.



#### Mentoring Techniques or Models



**One-on-One Mentoring:** It is the most traditional of all the types of mentoring. Only the mentor and mentee are involved in this type of mentoring, and it is usually a more-experienced individual paired with a less-experienced or much younger mentee.

**Group Mentoring:** In this model, one or several mentors work with a group of mentees. Schools and youth programs often apply this model because there may not be enough time or resources to have one mentor for each participant.

**Peer Mentoring:** Participants in this model are from the same role or department or have shared or similar experiences, whether in their professional or

personal lives. These peer's pair up to offer support for each other. This can be a group or a one-on-one mentoring relationship.

**Distance or E-Mentoring:** With such advanced technology, the mentorship relationship no longer has to be face-to-face. Using online software or even email, participants in this type of mentoring can connect virtually without losing the personal touch.

**Reverse Mentoring:** This mentoring relationship is flipped from the traditional model. Instead of a senior professional mentoring a more junior employee, the junior employee mentors a more senior professional. This relationship is usually for the younger or more junior professional to teach the skills or a new application or technology to the more senior one.

**Speed Mentoring:** This type of mentoring is a play on speed dating and usually occurs as part of a corporate event or conference. The mentee has a series of one-on-one conversations with a set of different mentors and usually moves from one mentor to the next after a brief meeting. The mentee should come prepared with questions for advice from the senior level professionals.

### **Mentoring in Education**

Mentoring in education involves a relationship between two people where the mentor plays a supportive and advisory role for the student, the mentee. This relationship promotes "the development and growth of the latter's skills and knowledge through the former's experience."

In many secondary and higher secondary schools, mentorship programs are offered

- ) to support students in program completion,
- ) confidence building and
- ) transitioning to further education or the workforce.

There are also peer mentoring programs designed specifically to bring under-represented populations in different ways

) **Resiliency:** Resilience is "the ability to withstand and rebound from disruptive life challenges" and has been found to be a very useful method when working with students of low socioeconomic backgrounds who often encounter crises or challenges and suffer specific traumas. Education and students' performance and achievement in school are directly affected by these challenges, so certain negative psychological and environmental situations that students from lower socioeconomic backgrounds disproportionately encounter provide a framework for explaining the achievement gap. Resiliency does not provide a solution to the struggles and trauma that these students are experiencing, but instead focuses on giving them the tools to adapt to these situations and respond to them in a way that avoids a negative outcome and enables them to emerge stronger and to learn from the experience.

- ) **Protective factors and risk factors**
- ) **Counseling and Guidance**
- ) **Instructional directions**
- ) **Activities**
- ) **Effectiveness**
- ) **Administrative support**
- ) **Data-driven strategies**
- ) **Relationship building**
- ) **Content and pedagogical knowledge**