



## UNDERSTANDING LEADERSHIP: IT'S ROLE IN DEVELOPING EFFECTIVE EDUCATIONAL LEADERS, IN THE CONTEXT OF 21<sup>ST</sup> CENTURY

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### ABSTRACT

Initiative is the possibility to impact conduct of others. It is likewise characterized as the ability to impact a gathering towards the acknowledgment of an objective. Pioneers are required to create future dreams, and to spur the hierarchical individuals to need to accomplish the dreams. Administration is the capacity of a director to prompt the subordinates to work with certainty and energy. Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation.

Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. The various definitions of leadership appear to have little else in common. They differ in many respects, including who exerts influence, the intended purpose of the influence, the manner in which influence is exerted, and the outcome of the influence attempt (Yukl, 2014).

Ineffective leadership in an educational institutional can cause the reverse of some or all of these positive outcomes. In these cases, lack of leadership can result on a loss of policy and program direction, a reduction in staff and student morale and disengagement with the institution by the local community. This qualitative paper attempts to understand the role of effective educational leadership in the context of 21<sup>st</sup> century educational scenario.

**KEYWORDS:** Effective leadership, Educational leadership, 21st century.

### INTRODUCTION :

**“Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”** - Keith Davis

The capacity to lead resides in everyone at varying degrees; yet all leaders are not the same. Leadership is conceptual; followers don't just have to see differently, they need to think differently. Leadership is the creation and sustaining of the vision. Administration is the specialty of preparing other people who needs to battle for shared yearnings and it is likewise a procedure whereby an individual impacts a gathering of people to accomplish a shared objective (Northouse, 2007). Leadership is a shared responsibility. It capitalizes on the unique qualities of all stakeholders who have specific attributes that can contribute to social excellence. Everyone can lead to some extent in some situation, although it is true all leaders are not alike. Leadership is not reserved for the selected few.

Leaders must be able to act quickly in rapidly changing situations, they also have to be mindful of situations that arise over time. Great leaders see developing patterns, prepare for all eventualities and respond appropriately. The work of the leader isn't always making the immediate decision; it's laying the

groundwork for making the right call when things turn either for or against the organization. Therefore developing the leadership quality is very important, which can be helpful for one's future to recognize one's ability as well as develop the quality which can help oneself as well as society, Because as individuals, the future of a country is in need to develop leadership quality so that one can acquire the ability to be successful in the rapidly changing 21st century global society.

The intelligent leadership is exercised, day by day, by thousands of humble people in modest roles using their ingenuity to surmount problems and running calculated risks when it seems right to do so. For them the possession of intelligence and the exercise of leadership are certainly not contradictory (Norbert, 1994).

Leadership is about finding solutions to problems, Leadership challenges and problems that hinder society efficacy occur daily, effective leaders learn to expect the unexpected – they must rise to meet any challenge or problem that interferes with young student learning and achievement. Challenges and problems come in many shapes, sizes, and formats - every day begins afresh. Leadership practice takes form in the interaction between leaders and followers; leaders act in situations that are defined by subordinates' actions (Castile, 1992).

### THEORETICAL BACKGROUND:

Various work in the nineteenth century – when the conventional specialist of rulers, masters and priests had started to melt away – investigated the quality hypothesis finally: note particularly the compositions of Thomas Carlyle and of Francis Galton, whose works have provoked many years of research. In *Heroes and Hero Worship* Carina (1967) distinguished the gifts, abilities, and physical attributes of men who rose to control. Galton's *Hereditary Genius* (1869) inspected authority characteristics in the groups of influential men. Subsequent to demonstrating that the quantities of famous relatives dropped off when his center moved from first-degree to second-degree relatives, Galton inferred that administration was acquired. As such, pioneers were conceived, not created. Both of these prominent works loaned incredible introductory help for the idea that initiative is established in attributes of a pioneer (Carlyle, 1841).

The look for the attributes or qualities of pioneers has proceeded for a considerable length of time. Philosophical compositions from Plato's *Republic* to Plutarch's *Lives* have investigated the inquiry "What characteristics recognize a person as a pioneer" Underlying this pursuit was the early acknowledgment of the significance of initiative and the presumption that authority is established in the attributes that specific people have. This thought authority depends on individual properties is known as the "attribute hypothesis of initiative" (Crispin, 1990 p.12).

Variance on educational leadership conceptualizations exist. The labels used in this field have evolved from 'educational administration' to 'educational management' and, now, to 'educational leadership' (Bush, 2011; Gunter, 2004). The language of leadership has joined or rather superseded the concept of management, leading Yukl (2002; p. 4-5) to argue that the 'definition of leadership is arbitrary and very subjective.

Some definitions are more useful than others, but there is no "correct" definition'.

Dimmock (1999; p. 442) acknowledges there are competing definitions between administration, leadership and management while also differencing these concepts: Leaders [experience] tensions between competing elements of leadership, management, and administration. Irrespective of how these terms are defined, leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

The many definitions and conceptualizations has resulted in the dramatic growth of research over the past 10 years in developing societies to describe and analyze educational leadership and management practices (Hallinger, 2017; Oplatka & Arar 2017; Hallinger & Chen, 2015; Hallinger & Bryant, 2013) meanwhile the combined forces of information technology, globalization and knowledge-driven economy

has brought upon an age of accelerations (McNeill & Engelke, 2014) catalyzing changes in schools and societies (Friedman, 2016).

Rhodes (1902) trusted that open vivacious authority could be sustained by recognizing youngsters with "moral power of character and impulses to lead", and instructing them in settings, (for example, the university condition of the University of Oxford which further grown such qualities). Worldwide systems of such pioneers could advance global comprehension and help "render war unimaginable". This vision of administration underlay the formation of the Rhodes Scholarships, which have molded ideas of initiative since their creation in 1903 (R, p.5).

#### NEED AND SIGNIFICANCE OF THE STUDY –

- Effective educational leaders are strong educators, anchoring their work on central issues of learning and teaching and learning improvement.
- Moral agents and social advocates for the children and the communities they serve.
- They make strong connections with other people, valuing and caring for others as individuals and as members of the educational community.

#### The changing nature of society:

- Social
- Economic
- Globalisation
- Market needs
- Moral standards
- New type of leadership in schools

#### Objectives of the study:

- To understand the role and significance of educational leaders
- To analyze the theories and styles on which effective leadership depends

#### Research questions:

1. What are the qualities of effective leadership?
2. On which theory is your leadership based?
3. What is your leadership style?
4. What is the need of leadership in an educational environment?

**Methodology:** The present paper is of qualitative nature and attempts to understand the role of effective leaders in an educational environment.

**Variables:** Educational leaders – teachers/faculties

**Population:** The faculties of Assam Don Bosco University under the School of Humanities and Social Sciences are the population of the present study.

**Sample and tools:** Two faculties each from the Department of Education, Psychology, Mass communication and English, a total of 08 faculties were the sample for the present study.

Open –ended questionnaire were used as a tool to collect data for the present study.

**Data collection:** Analysis of the open –ended questionnaires and sources from secondary data's.

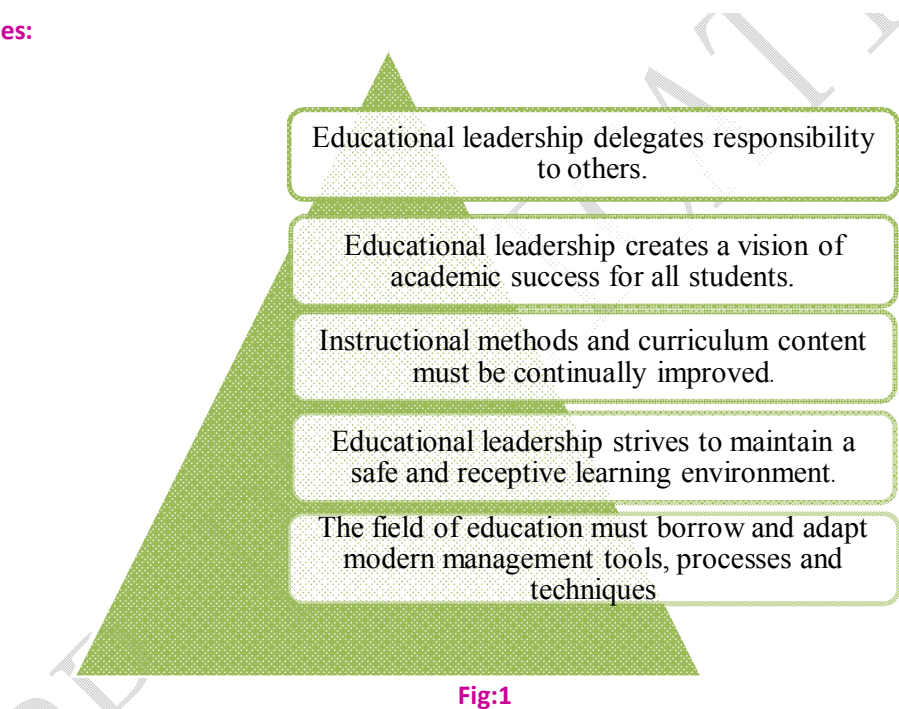
#### ANALYSIS OF DATA

The primary purpose of educational leadership is to ensure academic success through process, material and training improvements. This is mainly accomplished through collaboration with different individuals, such as educators, parents, students, public policy makers and the public. From a business perspective, educational leadership is a form of academic management and quality control.

An **Educational leader** serves as a guide and influences other educators in an administrative setting. In some cases, it may be a team of educational leaders. Leaders in these executive roles work toward finding ways to improve learning and to improve the process of educating students. They serve in elementary, secondary, and post-secondary institutions as well as early childhood education centers. School site leaders, directors, principals, and assistant administrators are employed to work either as the sole educational leader or in small teams. Typical positions for educational leaders in administrative settings are:

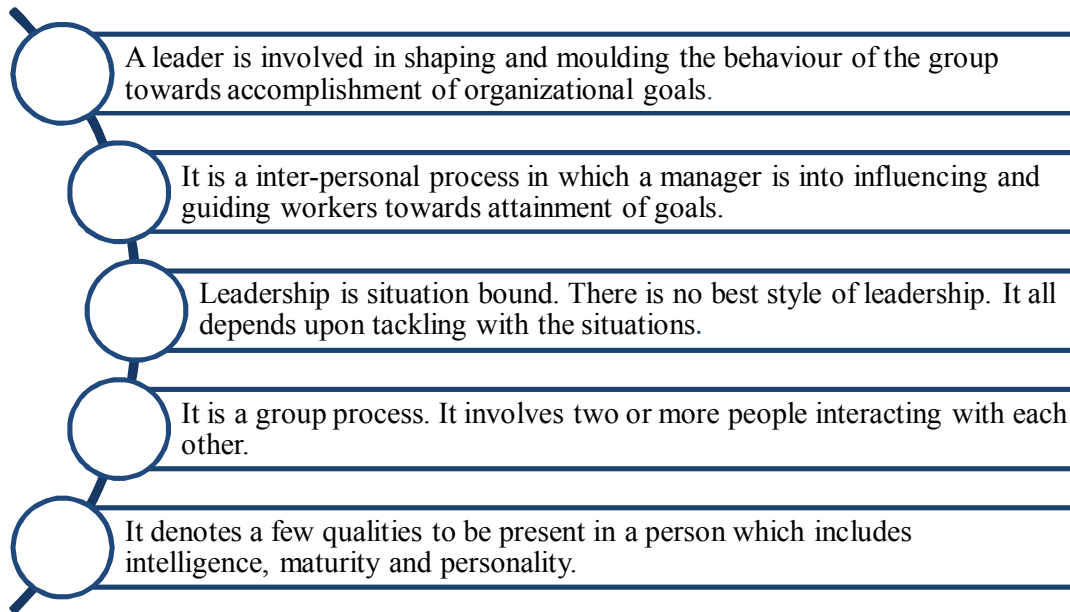
- Principal
- Superintendent
- Academic Dean
- Director
- Head of school
- Department Chair
- Provost
- President

**Key Qualities:**



**Effective Leaders:**

**Fig:2**



Educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself. Read below to learn why educational leadership becomes more important every day.

**Traits that Effective Leaders should possess:**

The following points shows that an effective leader:

- 1) Have great love and ambition for their profession which they regard as a sacred and holy duty. In fact, it is known that leaders always wanted to become teachers and/or school principals and never felt tired of the profession. Furthermore, they insisted that if they had to choose from the beginning, they would again become teachers.
- (2) Are deep thinkers and constant learners (they participated in every in-service course which was available). They would read any journal or magazine with topics related to their profession once they became aware of their existence.
- (3) Have the deep conviction that they could influence much more from a position of leadership such as the principal ship than any other position in the school system. This was a major reason why they wanted to enter the principal ship in the first place. In addition, they wanted the challenge and the opportunity to assist people.
- (4) Are risk-takers and are not afraid to "express their inner thoughts freely". They were definitely not a "yes" person. Sometimes, they would take risks even against the will of the Ministry of Education (which is considered a heresy since the whole system in Cyprus is centralized). They were strong-willed and decisive in this respect and ready to act.
- (5) View competition with confidence and want their schools to be compared with other schools both in Cyprus and abroad. This was so because they were self-confident and knew that they were doing a good job and, therefore, were not afraid to be compared with others.
- (6) Find innovative ways to reward both their teachers and their students because they strongly believed that rewards (especially not material ones) were an important motivator for people to act.

- (7) Ambitious and have the drive for constant improvement and advancement to positions of authority and influence for both personal and professional reasons.
- (8) Very keen on creating and maintaining good social relations; they knew how to use in constructive ways and have a socialized relation with everyone.
- (9) Mostly believe in trait-leadership theory even though they acknowledge that they should learn some leadership theories in order to improve their management style. The belief though, was that, "if you don't have it (i.e. leadership ability) you will not get it" (Fullan, M. 1991).

**Leadership theories**

Researchers continue to investigate leadership in different educational settings. One style of leadership isn't better than another. Each is more or less effective based on the context of the setting in which a leader works. Environmental factors such as size, school culture, staff, and personalities dictate the most suitable leadership style.

**Leadership Theory Components**

Most theories of educational leadership refer to the type of leader or style of leader based on essential elements such as capabilities, practices, and approaches.

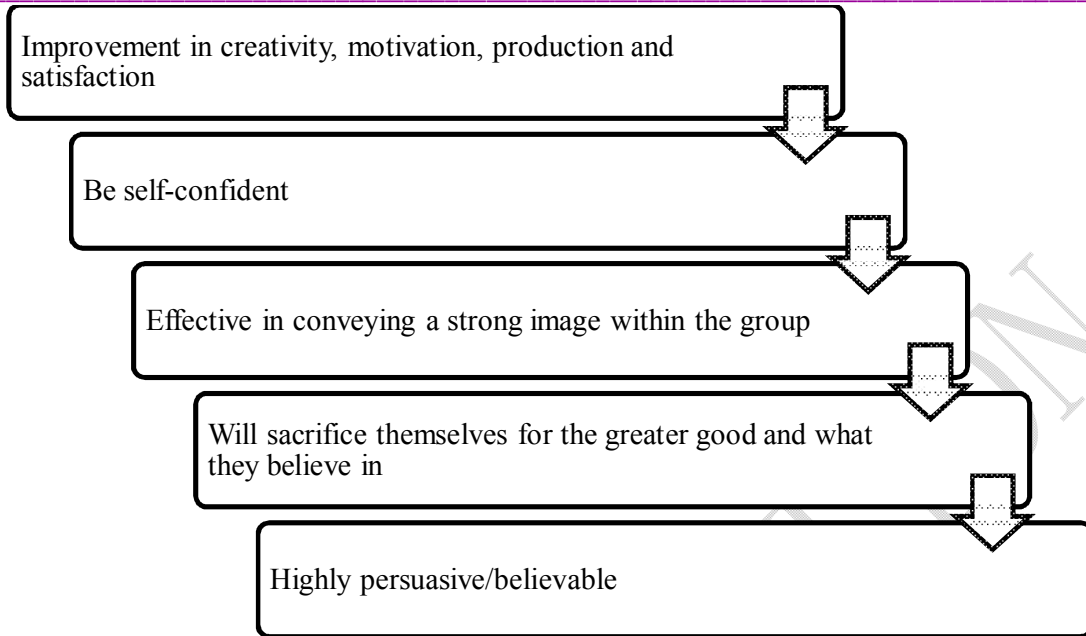
Theory components are classified into three categories: characteristics, concepts, and practices of educational leaders. These three components help in understanding leadership types as a theory.

Characteristics of Educational Leadership	Concepts of Educational Leadership	Activities or Practices of Educational Leaders
behaviors, styles, leadership traits,	management vs. leadership, power, coercion, conceptual frameworks	approaches, ways of leading

**Great Men Approach** -It was a popular 19th century idea; history can be largely explained by the impact of "great men", or heroes. Since they are profoundly persuasive people who, due to either their own mystique, insight or shrewdness. The theory was formulated mainly by analyzing the behaviors of mainly military figures of the history. In history, authoritative positions were held solely by men and were typically passed on from father to son. It's not a coincidence that the theory was named "Great Man Theory" the personality Carlyle analyzed for his theory are: Martin Luther king ☐ Jean-Jacques Rousseau ☐ Napoleon Bonaparte ☐ William Shakespeare (Carlyle, 1986).

**Charismatic Leadership**-Charisma is a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as awarded with supernatural, superhuman, or at least specifically exceptional power or qualities. The Charismatic Leadership theory states that followers make attributions of heroic and extraordinary leadership abilities when they observe certain behaviors. The strengths of this leadership styles are:





(Bass, 1990 p.6).

**Fig: 3**

**Path Goal Theory-** A theory which describes How leaders can motivate their followers to achieve group and organizational goals and the kinds of behaviors leaders can engage into motivate followers. Path-goal theory is about how leaders motivate subordinates to accomplish designated goals. Path-goal theory emphasizes the relationship between the leader’s style and the characteristics of the subordinates and the work setting. Basic idea behind path-goal theory: • Defines goals • Clarifies path • Removes obstacles • Provides support (virginal, 1889).

**Participative Leadership-** A person who influences a group of people towards the achievement of a goal. The types of leaders: ☐ Political Leaders ☐ Union Leaders ☐ Social Leaders ☐ Religious Leaders ☐ Sports Leaders ☐ Organizational Leaders ☐ Family Leaders

The type of leadership requires participation of other members, deals with power sharing and empowerment of the followers. Involves the entire team for input, ideas, observations and decision making. Leadership has been a topic of interest since the dawn of man, leadership and management studies were taken up in the early 20th century. This hub chronicles a kind of evolution in leadership behavior studies from the traits of effective leaders to follower-centered leadership theories proposed in the late20th and early 21st century. Much of the credit for the information in this hub goes to Dr. Peter Northouse and Dr. Gary Yukl and their respective publications Leadership: Theory & Practice and Leadership in Organizations (Yokel, 1889 p.29).

**Servant Leadership-** Servant leadership is an ancient philosophy - one that existed long before Robert Greenleaf coined the phrase in modern times. There are entries that identify with hireling initiative in the Tao-Te-Ching, ascribed to Lao-Tzu, who is accepted to have lived in China at some point between 570 BCE and 490 BCE. Worker administration can be found in numerous religious writings, however the logic itself rises above a specific religious convention. In the Christian convention, this entry from the Gospel of Mark is regularly cited in talks of worker administration. While the idea of servant leadership goes back at least two thousand years, the modern servant leadership movement was launched by Robert K. Greenleaf in 1970 with the publication of his classic essay, "The Servant as Leader.

According to Max De Pree: "The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant."

According to Dr. Martin Luther King Jr.: "Everybody can be great, because everybody can serve."

According Mahatma Gandhi: "The best way to find yourself is to lose yourself in the service of others. (Robert, 1980)

**Trait Theory-** Leadership Defining Personality characteristic of a person which differs him/her from other person. Way, Habit, Attitude or Behavior. The measurement of consistent patterns of habit in an individual's behavior, thoughts, and emotions. The theory is based on the stability of traits over time, how they differ from other individuals, and how they will influence human behavior. Component of a person's behavior that is assumed to serve as an explanation of his or her enduring personal characteristics (Robert, 1980).

**Result Based Leadership-**The result based leadership approach was influenced by two earlier research programs....A. Gregory Stone, Ph.D. Regent University....Kathleen Patterson, Ph.D. Regent University. The Foundation's unique approach to leadership development results-based leadership stems from a conviction that results-driven leaders are vital to achieving measurable and lasting improvements for kids and families. The five core competencies: Use oneself as an instrument of change to move a result, based on the belief that individual leaders are capable of leading from whatever position they hold.

Master the skills of "adaptive leadership," which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results. The Theory of Aligned Contributions contends that it is more likely that measurable population level change will occur when the right group of leaders use specific skills to align their actions and make contributions to a specific result. The Person-Role-System framework is used to address common barriers to aligned action. Leadership is influenced by a person's individual preferences and style and personal and professional experiences as well as the role he or she plays in formal and informal systems (Robert, 1980).

**Cross-Cultural Leadership-** This term refers to leadership in which a leader endeavors to influence the activities and goals of a culturally diverse group by appealing to their systems of shared knowledge and meaning. Cross-cultural leadership recognizes the moderating effect that culture can have on leadership processes. It also seeks to discover the similarities and differences between cultures as to what is generally considered to constitute Interest in cross-cultural leadership was initially prompted by the rapid expansion of a large expatriate work force driven to the far corners of an increasingly globalized world.

#### DIFFERENT STYLES OF LEADERSHIP:

According to Robert Hariman A leadership style is a leader's style of providing direction, implementing plans, and motivating people. It is the consequence of the theory, identity, and experience of the pioneer. Talk masters have likewise created models for understanding initiative.

Diverse learning circumstances call for various authority styles. In a crisis when there is brief period to join on an assertion and where an assigned specialist has altogether more experience or ability than whatever is left of the group, a despotic administration style might be best; be that as it may, in an exceptionally energetic and adjusted group to a homogeneous dimension of skill, an increasingly majority rule or free enterprise style might be progressively powerful. The style embraced ought to be the one that most successfully accomplishes the targets of the gathering while at the same time adjusting the interests of its individual individuals (H, 1987-p.6).

Basically, effective educational leadership depends on any of the styles mentioned below. Educational leaders apply various leadership styles, based on various educational environment, depending on the need and necessity of the learner. The theories stated above are essential tools for framing the styles of leadership to be applied.

**Despotic or Authoritarian-**Under the absolutist initiative style, all basic leadership powers are unified in the pioneer, similarly as with tyrants. Pioneers don't engage any proposals or activities from subordinates. The dictatorial administration has been fruitful as it gives solid inspiration to the supervisor. It allows fast basic leadership, as just a single individual chooses for the entire gathering and keeps every choice to him/herself until he/she feels it should be imparted to whatever remains of the gathering.



**Participative or Democratic** - The equitable administration style comprises of the pioneer sharing the basic leadership capacities with gathering individuals by advancing the interests of the gathering individuals and by rehearsing social correspondence. This has likewise been called shared initiative.

**Lethal** - A dangerous pioneer is somebody who has obligation over a gathering of individuals or an association, and who mishandles the leader– adherent relationship by leaving the gathering or association in a more terrible off condition than when he/she went along with it.

**Assignment situated and relationship-arranged** - Task-situated authority is a style in which the pioneer is centered around the undertakings that should be performed so as to meet a specific creation objective. Assignment arranged pioneers are commonly increasingly worried about creating a well ordered answer for given issue or objective, entirely ensuring these due dates are met, results and achieving target results

**Relationship-situated authority** is a differentiating style in which the pioneer is increasingly centered around the connections among the gathering and is commonly progressively worried about the general prosperity and fulfillment of gathering individuals. Relationship-situated pioneers underscore correspondence inside the gathering, demonstrates trust and trust in gathering individuals, and shows gratefulness for work done.

**The Laissez Faire Leadership Style:** Here, the leader totally trusts their employees/team to perform the job themselves. He just concentrates on the intellectual/rational aspect of his work and does not focus on the management aspect of his work. The team/employees are welcomed to share their views and provide suggestions which are best for organizational interests. This leadership style works only when the employees are skilled, loyal, experienced and intellectual.

**Bureaucratic leadership:** Here the leaders strictly adhere to the organizational rules and policies. Also, they make sure that the employees/team also strictly follows the rules and procedures. Promotions take place on the basis of employees' ability to adhere to organizational rules. This leadership style gradually develops over time. This leadership style is more suitable when safe work conditions and quality are required. But this leadership style discourages creativity and does not make employees self-contented.

#### **Principles stated for raising the standard of educational leaders:**

- Standards should reflect the centrality of student learning.
- They should acknowledge the changing roles of the educational leaders.
- They should recognise the collaborative nature of educational leadership.
- They should be high, upgrading the quality of the profession.
- Should inform performance based systems of assessment and evaluation of educational leaders.
- Should be integrated and coherent.

#### **Roles played by educational leaders:**

Leadership requires

- vision,
- strategy, and
- development of a culture of sustainable shared values that support the vision and strategy for change
- Empowering, motivating and inspiring those who are involved or affected.

#### **Vision**

- Without vision, people perish---so does an organisation
- Vision: something seen vividly in the imagination, involving insight, foresight and wisdom – a vision is a desired future state – this is the basis of directing the change efforts.
- Successful change begins by making the status-quo seem more dangerous than launching into the unknown.

### **Strategy**

- Without the strategy vision is like a dream.  
Effective leaders should
- develop,
- get commitment from the team and stakeholders
- Implement strategies
- Effective strategy development taps the wisdom of people in the organisation.  
Empowerment
- Empowerment is about making people able to do what needs to be done in the change process.
- In practice, empowerment is giving people the knowledge, skills, opportunity, freedom, self-confidence and resources to manage themselves and be accountable.
- Empowering people for action entails getting rid of obstacles to change, removing or changing systems or structure that undermine the vision and
- encouraging risk taking, new ideas and innovative activities.

### **Motivation and Inspiration**

- Motivation and inspiration arise from alignment of organisational goals with individuals' needs, wants, values, interests and aspirations and from the use of positive and appealing language.

### **Commitment for change**

- The leaders should show commitment for change by :
- Their unequivocal acceptance of ownership and responsibility for success of the change initiative,
- eagerness to be involved,
- willingness to invest in resources,
- willingness to take tough decisions when required,
- awareness of the impact of their own behaviour,
- a consistent message and
- the holding of regular reviews of progress.

### **Thinking dimension**

- Effective leadership requires the cognitive abilities to perceive and understand information, reason with it, imagine possibilities, use intuition, make judgments, solve problems and make decisions.
- These abilities produce vision, mission, shared values and strategies for pursuing the vision and mission (purpose) that 'win' people's minds.

### **CONCLUSION:**

Educational leaders of the 21st century is not a requirement but a necessity to ensure 21st century teaching and learning. The current issue for education leaders who wrestle with the challenges of promoting 21st century learning can be termed as the "leaders dilemma". Over the last decade, strong efforts are made to ensure upcoming school leaders gain adequate accredited training with hands on experiences in school settings, classroom theoretical exposure, and relevant professional development to prepare them for a role of school leadership (Scot, 2015; Hilliard & Jackson, 2011).

However, are these exposures adequate for a strong commitment to 21st century learning? This is due to the reality of the present curriculum strongly rooted in the traditions of past centuries which focuses on content knowledge and basic skills. To what extent technology usage is appropriate in the classroom?

Botha (2013) stressed that there must first be a major shift in the definition of educational leadership to allow for the reconstruction of thinking, assumptions and practices. Driving change in educational institutions, developing and supporting educational leaders, adapting teachers to new models of professional development, personalized and blended learning, leveraging on resources and more recently

building partnership with the community. Instructive pioneers confront unprecedented responsibility weights in what is unmistakably a 'results driven' business. As these natural weights increase, pioneers and supervisors require more prominent comprehension, aptitudes and strength to support their organizations.

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