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## Educational Leadership and Management

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**Abstract:** The area of education management and leadership is pluralist, with many conflicting views and the resulting lack of consensus on the specific disciplinary existence. Educational leadership is of great importance in early part of the 21<sup>st</sup> Century because of the common perception that leadership efficiency is the school and student outcomes are significantly different. Additionally, there is growing awareness that schools need successful leaders and administrators to provide their learners with the education they should be. Schools required committed and trained teachers but in turn they need highly effective leadership & support from different senior and middle managers. Although the required for successful leader is generally recognized, there is far less assurance about which leaderships practices are more likely to deliver desirable outcomes. Paper explore the theoretical staining for the fields of management and educational leadership, analyze various leaderships model, & address the proof of their comparative efficacy in creating productive schools.

**Keywords:** Educational administration scholarship, Head teachers, principals, Research on principals, School leaders.

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### INTRODUCTION

Early part of the 21st century, there is growing interest in the educational leaderships. This is because of widespread trust that continuity of leadership make a big difference to the performance of the school and the pupils. There is awareness in other parts of the world, containing South Africa, that school required successful leaders & administrators if they are to provide their learners with the best feasible education. As the global economy gathers pace, more governments recognize that their key benefits are their citizens & that staying and being successful is increasingly dependent on a highly trained workforce being created. This needs qualified & dedicated teachers, but in the turn they needs really effective leadership help from other senior and middle managers[1].

With many conflicting viewpoints and unavoidable lack of consensus on the demand essence of the discipline, the field of educational management and leadership is pluralist. Whether educational leaderships is the distinct field or merely a division of the wider management research has been a crucial controversy. The author's point of view is simple and true, articulated over 20 years ago. Although education may benefit from different contexts, the purpose or goals of education must be fundamental to educational leadership and management. Such aims or priorities include the critical sense of direction to assist school administration. Unless there is a strong and near relation between intention and management, there is a hazard of "managerialism," "stressing process at the cost of the educational objectives & values"[2].

The decision-making procedure about the organization's priorities is at the core of the educational management. In most school, the principal decides on priorities, frequently operating in conjunction with the senior management team (SMT) & sometimes also with an governing body of schools (SGB). The School goals are highly influenced, however, by persuade from the outside world, & particularly from government expectation, often articulated through legislations or structured policy statements. Instead of setting targets on the basis of their own pupil needs evaluation, schools could be faced with the residual burden of understanding external imperatives. The central issue here is to what extent school administrators should change government policy and create new approaches depend on school-levels principles and vision [3].

### Educational management and leadership

The definition of management flap with the concept of leadership, the notion of considerable contemporary importance in most developing world countries. This is also expressed in current South African debate, especially in the established of the 2003 Matthew Goniwe Schools of Leadership & Governance (MGSLG) and in the titles of the new National Pilot Qualifications for School Leaders, the Advanced Certificates of Education: Piloted, school Leadership since 2007. A despite these changes, however, management remain the dominant concept in the school organization aspects debate. The big issue here is to what extent school leaders will reform government policy and create new initiatives based on principles and vision at school level. [4].

Studying twelve 'successful' schools contributes to the discussion of many dilemmas in the management of the school. One of these issues management linked with processes & 'paper' & leadership considered to be regarding people's growth. Link leadership to principles or intent when management connect to technological or implementation problems.

Leadership & management must be given alike importance if schools are to work efficiently & attain their goals. "There are distinct leadership and management, but both are important. The modern organizations' challenge contains the manager's strategic viewpoint, and flashes of the vision & dedication that provide wise the leadership.

Principals are never informed of their leadership or management in their day-to-day job; they are directly doing their job on behalf of the school & its pupils. The essence of the research, however, should at any given time represent the schools context &, in particular, its requirements. For example, under-performing schools in South Africa need more focus on the basic management, manufacturing the company more functional than a creative approaches. This can include ensuring consistent & timely attend by educators and learners, maintaining discipline and order in classrooms, & demonstrating sufficient resources for learning to occur. Once schools are functional, leaders may advance vision creation and articulate specific priorities and strategies with trust that there are processes in place to make sure their execution[5].

### **Conceptualization of leadership & management of education**

Due to its recognized importance in preserving and developing successful education and schools programmes, while there is global attentiveness in leadership & management, there is much less clarity as to which leaderships practises are most likely to deliver the most favourable outcomes. Awareness of the alternative solutions is important to include a range of options with which selective leaders can choose to deal with day-to-day concerns while addressing problems. Each segment offers an overview of main educational leadership models and compares them to related educational management models[6].

Implementation of an South African Schools Act (SASA)[7] & related trends towards self-managements in many different countries has resulted in increased focus on the tradition of leadership & management in education (Huber, 2004). Leaders are overwhelmed with suggestions from leaders, administrators, experts & consultant about how to administer and maintain their school. Some of the treatments are a theoretical in the senses that clear principles or beliefs do not underpin them.

Nevertheless, governments can use conceptual languages when changing the meaning to help their own politically motivated intentions. A styles mentioned here can be used as alternate ways of representing events. Several different perspectives describe the existence as 'conceptual pluralism: a jangling multi-voice discord.' When describing actions and events when educational institutions every theory has something to offer. The viewpoints preferred by managers ultimately affect or discourage decision-making, directly or implicitly.

The various theories of educational management and leadership in schools & colleges represent different paths of interpreting & understanding events and behavior. In this sense they demonstrate the discipline's various roots and epistemologies. They often reflect "what is mostly politically based, & definitely divergent, opinions on how to run educational institutes". The models discuss in this chapter are collection of the important theories of management and leadership in education, which are depend on systematic study of the international literature and studies in South Africa.

### **The State of Research in Educational Leadership and Management**

The interest in what executives do (example: work strategies, problem-solving, decision-making, distribution of resources) & what they do makes a difference (e.g. fostering transformation, encouraging corporate growth, influencing organizational structures and results) has long caught the attention of academics. Researcher in education management & leaderships have openly borrowed from scholars who during the 20th century have been synonymous with theories of empirical management, transformative leadership, human relations and organizational learning. Since 1950, however, empirical research did not derive the knowledge depend in administration in general, & in particular in education administration. Disciplinary activities in the area centered on stories shared by retired managers and their realistic prescriptions based on personal experience. During the 1930s and 1940s, concerns were raised that educational managements was faulty, unimaginative & out of steps with community expectations[8].

The theory revolution in education administration began in the 1950s centered emphasis on the need to enhance academic behavior by applying empirical-based scientific concepts, rather than religious views, personal knowledge and prescription. Theoretically directed research analysis should contain of well-defined ways of detecting, solving phenomena and sound methods of testing to facilitate investigation, and the development of a thorough compilation of information that could be applied to practical problems & inform the starting preparation & professional development of the school administrators. However, it was not easily attained the pledge of a scientific knowledge base that underlies the practise of the administration of education. The theoretical underpinnings, research techniques, and utility of the empirical findings of the theory revolution

comes under harsh scrutiny from academics working with a other framework over the ensuing decades. Bates and Greenfield believed behaviorist methods focused on quantitative analyzes were unsuitable for understanding school life's social constructions. They have also failed to recognize how social, legal, and ethical problems influence the thought and behavior of administrators.

Throughout the mid-1990s a study was conducted for scientific work on the key effects of leadership, with the wider goal of reviewing the studies by Bridges and Bossert. In this area, considerably more empirical work is found than in previous years, and proof of progress toward higher standards of scientific standard and concluded that researchers were targeting at least few of the keys vulnerabilities identified by the early reviewers. This was mainly evident during the latter years that our reviews covered. For example, the broader use of well describe conceptual model explaining ways in which educational manager control school processes & outcomes and more advanced investigative methods. Although it was found proof of accumulation of awareness, our review of studies centered exclusively on the subdomain of primary effects of leadership. Within the following section, comparison of this is the progress in with research patterns within leadership & management of education that lie outsides this area[9].

**Methodological and Conceptual Developments From 1990 To 2004.**

The theory movement’s legacy lies in increasing the theoretically informed study of administrative procedure. For classrooms, conceptual models and theories given structures for life observations. Theory lies at the center of scientific analysis of consistency. Yet, the research methodology offers the crucial connection to creation of a reliable knowledge bottom that underpins the practise of leadership & management in education. Within this sections, it discusses the present state of the fields with regard to methods of the theory & analysis.

Models of the Educational Management and Leadership: The research has been presenting and classifying teaching management theories for above the 20 years. In this paper the work classifies the important theories into 6 major models: collegial, formal, political, cultural, subjective or ambiguous (see Table 1).

More presently, he examined principles of educational leaderships, especially in the research undertaken for school leadership at English National Colleges. The leadership literature has created a range of competitive and alternative, models. Few authors have tried to merge these different ideas into a variety of specific themes or 'forms.' Leithwood, Steinbach and Jantzi who established six 'styles' from their review of 121 papers in four internal journals, are the best known of these typologies. Bush and Glover have broadened this typology to eight versions. Of the nine leadership styles, they are shown in Table 1, along the side of aforementioned management models.

**Table 1: Typology of Leadership and Management Models**

Management model	Leadership model
Collegial	Participative Transformational Interpersonal
Formal	Managerial
Subjective	Post-modern
Political	Transactional
Cultural	Moral Instructional
Ambiguity	Contingency

**The Status of Theory in Research on Educational Management and Leadership**

Griffiths regretted the lack of empirical research carried out from theoretical viewpoints other than the logical, systemic functionalist model during the late 1980's. More recently, there has been a flux in scholarly direction in the region. There has been a significant rise in academic research from opposing viewpoints since the 1990s, including critical theory, postmodernism, and feminism. Most of this work founded by several researchers on earlier criticisms[10].

However, the movement toward greater academic diversity in structures & methods has created a mordern set of scholarly problems in this area. Scientists who employ different conceptual & methodological methods often seems to blindly move through each other at night. They raise multiple questions and base their investigations on various epistemological theories. Increased diversity has not contributed to a greater acquisition of expertise for the sector as a whole. One unintended consequence was the inability to translate the findings of studies carried out from such different backgrounds into clear facts that practitioners & policymakers can used with confidence.

There is a distance between the technically educated investigative dedication and the implementation of analysis in our field, as suggested in our introduction. The incoherent application of theory and science methodology to science studies has been persistently identified as a challenge in our scholarship by significant scholarly criticisms spanning many decades. The question of whether this has been the case leads in several ways.

Second, the pledge made by the theory movement may have been too optimistic in nature. Early researchers sought to establish a grand administration theory. In reality, when attempting to analyze the real complexity and

resources of leadership and management in organizations, hypotheses may become troublesome. Physical-mental & organizational complexity allows one to apply theory much flexibly than initially thought by advocates of the theory movements. The shortcomings of empirical methods for researching social and educational phenomena were stressed by many scholars. Immigrate argued that some facets of educational leadership as subjects of investigation were ignored or avoided because they were highly subjective or elusive. By asking whether subject was one that genuinely lent itself to empirical research, or was simply a fields of study, the issue of knowledge accumulation was summarized.

This argument is demonstrated by reviewing two recent research compendia in the area of education leadership & management: the 2 edition of International Manual of Educational Administration and Leadership. Such volumes seek to record important theoretical & empirically validated finding in the fields which emerged internationally conducted research in management & leadership of education. The arrangement of these volume indirectly reflects the difficulties encountered by academics in trying to construct a 'common leadership theory. The volumes highlight the conflict between different educational viewpoints in the field by providing a broad variety of the inter-national leadership discourses in the K-12 environments, rather than the accumulation of leadership & management skills in school.

The authors, in truth, expressly avoided that as their fee. Rather, they suggested that scholar would be best advised to the 'focus on developing leadership theories of middle or domain-specific stages. When this is completed, leadership principles were found that are really fairly specific and detailed enough to provide meaningful guidelines for action. The international handbooks provide proof of technically informed development, although on a modest scale, in many topical areas.

However, it is main to remember that the growth of information have not been alike effective in all domains. It has been most apparent in instances where particular theoretical or conceptual constructs relating to school management have been evaluated in curriculum. This tended to occur mainly in environments where expectations for transparency and change for the school were externally driven.

Another reason for the failure of the field to deliver on the promise of simple, accumulated information can lie in other feature of social science. Social research's is determined not only by the prevailing research rules & questions about information building, But also by the historical & cultural context in which the thesis is situated. In the present age, science has become 'contested space' as a field inquiry descriptor. Different metaphors are now competing to situate administrative activities in the field. Certain facets of education management and leadership drew the attention of the researchers (e.g. principles, cognitive experiences, performance development methods, facts documentation and management dilemmas, social justice). Such broader issues call for specific investigative methods.

Based on the goal of changing educational practices, the supremacy of scholarship is constantly challenged. Ideologically oriented views in the academic community gained greater recognition and expression in the late 1990's. Numerous researchers now argue that the core concerns of the field are about the role of the schools leader in leading the educational systems toward the objective of the social justice. Such scholars claim that recent work, while acknowledging the assumptions of an unequal educational system, has concentrated too scarcely on administrative procedure & change. Rather, they recommend using various analytical resources to consider and reduce fundamental program inequities. Unlike accumulated empirical work, this scholarship focuses largely on denouncing existing relationships and calling for action to shift the current state to a more desirable one.

The study of the management and leadership as a science or art is not the subject of academics seeking these ends, but rather as a spiritual endeavor. The Furman (2002) maintained that field scholarship is profoundly motivated by the questions, 'What is leadership for?' This represents a growing preoccupation with leadership ends. Few ends focused on enhancing student performance while another focus on enhancing social justices.

Marshall explained the purpose of this types of the scholarship: Based on research, the power and status to change our profession to takes leadership in the schools & society for social justice.' Through this viewpoint, academics see social justice activities as more critical than the issues of conventional science. However, focused investigation is still needed to demonstrate the effectiveness of the leadership action that results in the types of the social transformation that desired. Leading journals in leadership & management in the fields of education have provided ample room for debate on this subject. For example, Educational Administration Quarterly has provided extensive coverage the alternative conceptualization of an educational management and leadership including community-building social justice and postmodernism. The Journal of Educational Administration has concentrated on cross-cultural Educational and Leadership Leadership and Management Administration on analytical analysis and information frameworks.

They say that these issues indirectly present main problems very differently from those of previous eras. These new topics represent a curiosity in research and inquiry for different purposes that academics believe should be motivated. The number of alternatives threatens our ability to create a grand philosophy of the administration as expected in the past period.

### **Future Training of Researchers**

Our field assessments has also consequences for future researcher graduate school. Although scientists are beginning to pursue research from a more diverse science point of view, it is apparent that they have reason to doubt whether sufficient scientific skills are being passed to the next generation of scientists. Here reference to the review of Hallinger's doctoral dissertations, which used his Principal Instructional Management Rating Scale (PIMRS) between 1982 & 2000. This reviews covered more than 80 PhD theses from 7 countries.

Hallinger's observations are a summary of Bridges and Erickson's earlier concerns. Hallinger found that the studies as the group gives little to literature on the principal leadership & management including the use of a validated tool. The results that Bridges had identified two decades ago have continued to exhibit several features of poor research. The following is included in it:

- Research also concentrate on research's topics of the personal interest of the researcher but of little significances to the fields as a whole (example demo-graphics & key characteristics). Which reflected the poor link between the studies and the general literatures.
- While the PIMRS instrument was designed to represent a consistent structure of conceptual leadership, distressingly few studies placed the model of instructional leaderships within a wider theoretical context of the school's principal leadership.
- These conceptual limitations led the researcher to utilize weak research's designs & statistical instruments to analyze their data.

Bridges acknowledged 2 decades before that doctoral works is primary sources for the advancement of scientific expertise in our fields. Internationally, during the time covered by the PIMRS study, there was the concentration of a doctoral program in the education administration. Respect possessing the database of a studies that utilized a proven reliability instrument, these doctoral studies gave little accumulation of knowledge. It wonder whether lower research training standards may has been unanticipated consequences of this development. Analyzing this issue in depth is beyond the scope of this article, never mind offering recommendations for its solution. However, finding were noted in passing the a potentially significant finding that warrants much systematic investment & discussions. Progress in the development of expertise within own fields depend on the conducts of standard of work by both doctoral student and another generation of the professors in university.

### **Research in Educational Management and Leadership**

The aim of present analysis was to focus on recent developments in the direction and management of education research. In this last section, we're offering a few comment about where to head the fields.

First, increased diversity & versatility in the conceptual model & approaches has created a senses of disputed space over the course of the fields. Epistemology, philosophical structures, & methods are all at the very core of how to construct awareness. Conflicts above their uses in science will attract the attention of scientists to our area.

It was acknowledged improvements in the use of quantitative approaches for researching selected domains of school leadership and management over the past decade and have witnessed substantial change over the past 20 years regarding the adoption of selected qualitative approaches in exploring a broader ranges of problems in management & leadership of education. Acceptance within the academy has gained honestly the worldwide, if not united, case studies, ethnography, and naturalistic inquiry. Explaining the underlying epistemologies, defining and discussing strategies, and creating tools to determine the consistency of the research procedure & outcomes. The scholars using other 'new methodologies' has a similar duty to thoroughly clarify their approach, gain consensus on their implementation within the scientific community, and then train prospective researcher in their utilize.

As a profession, having alternate ways of placing leadership in our expertise and disciplinary practice is helpful in resolving blind spots. Today's interest in leaderships is based on the end of leadership (e.g. social, ethical) and not just the consequences of leaderships. Many techniques have alerted own to the main that how the political or cultural sense of the macro-level deals with school administration and leadership. Any experiences have the power to shift our conceptualizations of leadership & work in schools dramatically. One result of increased variety, however, is that less useful methods of thinking about issues and modes of performing analysis have not vanished without subsequent evidence of usefulness in solving critical problem in the fields. They just cram in under a large tent that embraces competing conceptualizations uncritically.

Educational leadership's papers and management journals contributes to the fractured nature of the scholarship. Although excellent examples of individual academic research can be presented, journal authors prefer to view those with disagree with benevolent disregard as opposed to addressing and debating their differences. They are publishing articles on experiences that had been exploited and discarded years before.

It is explicit that on the field, the science model has less effect than Griffiths and his colleagues predicted in finding a changes in the direction of the ground. Author found the less reliance on scientific work & more space for oriented ideological claims on what to do. The debate on how to position the profession as a regulation has contributed to greater exposure from various viewpoints to the concept of problems, but very little emphasis has

been focused either on defining the problems in practise or on addressing them. This tendency is a kind of anti-empiricism, Bjork and his colleagues suggested; that is, debates are based on topical arguments rather than scientific research. At the moment, less emphasis is placed on understanding how to do it, than on recognizing the expectations and principles driving which the improvements should be made.

Author will be able to distinguish what scientifically drives the fields from what in theoretical or empirical circles tends to turn it on. Otherwise the area returns to folk & alchemy days. Feasting on the variety of the solutions & the validity of all proposals is one thing. So, judging the importance of those ideas in offering solutions to ongoing issues & improving comprehension of our disciplinary procedures is other matter. Refusing to identify the significant issues to be addressed and requiring thorough analysis granting before the legitimacy make it hard to assess if the fields is scientifically rolling on wheel of expanded philosophical and methodological diversity. The new theoretical methods should also By way of legitimate statements and investigations, prove their validity. If research has no greater right than ideological conviction, perception, myth or alchemy in reporting on human endeavours, therefore the very definition of scholarship is brought into question. If this is the cases, then educational management and leadership 'research' will yield little sustainable disciplinary results.

Secondly, and more importantly for the area's future, researchers continue. To remain entirely ignorant of the major problems impacting practitioners. In fact, they often frame them very differently from clinicians when they do discuss these problems. As a result, scholars, politicians, and practitioner often speak past each another. For a long time in present years, the fields have been on academic analysis, but persistent intervention (and shown results) on substitute that will strengthen the schooling of children. That has produce a crisis of legitimacy. Although the knowledge base and investigation methods are discussed by scholars, they should be more specifically anxious with the importance of these dissimilarity that contribute to our comprehension of instructional experience. Theory remains the significant influence in fact, even if disavowed. The responsibility of academics who take on new analytical experiences is to support disciplined scholarship initiatives.

### **Transforming Leadership**

Bush ties three styles of leadership to his style of 'collegial' governance. The 1st of these is 'the leadership of transformation.'

This leadership style suggests that the middle emphasis of leadership should be the roles and skills of the organizational participants. Higher level of the personal commitment to corporate goals & greater capacity to accomplish those goals are supposed to result in increased initiative and efficiency.

Leithwood conceptualize eight dimensions of transformational leaderships:

- Building a vision of the school;
- The setting of school targets;
- Offering academic incentives;
- Delivering customized support;
- Modeling corporate practices and key organizational values;
- Demonstrating high expectations for performance;
- Making the school community productive; and
- Develop structures designed to encourage participation in the school decisions. Spinks and Caldwell argue that autonomous schools require transformative leadership:

Transformational leaders continue to win followers' attention to like degree that higher degrees of achievement practically are a moral essential. In our opinion, the effective transition to a program of self-managing schools requires a powerful capacity for transformational leadership.

The transformation model is robust in that it presents a systemic approach to the school leadership, based largely on the procedure by which leaders aim to impact the effects of the schools rather than the essence or direction of those outcomes. It can also be criticized, however, as the tool for instructor influence and much likely to be embraced by the leader than the lead goes further and argues that because of its powerful, admirable and motivational qualities, transition leadership has the potential to become 'despotic'. He believes that 'social qualms' and significant concerns about its suitability for political organizations would be triggered by the influence of the leader.

It was noted earlier, the word 'transformation' is likely to be used by leaders and administrators to pursue their own policy aims. The English method, for instance, continually allows school officials to adhere to government prescriptions that influence priorities, content of the programme, pedagogy and principles. There is "a much centralized, more driven & more regulated systems of education that has drastically reduced the likelihood of truly transformative leadership and education."

In South Africa, 'transformation' has a special significance related to the required to turn the former stratified regime into modern paradigm stressing redress & equity. It was the cases that a modern government had to restructure and redefine a whole policy in order to fulfil the main purpose of better education for everyone. The

original strategy was positive, systematic and the ideals of liberty, equality, transparency and democracy were put at the forefront of the challenge.

However, there is a chasm between the propaganda & the reality of changes. Lemon is one of the scholars who assert that national strategies are rich in equity and political discourse, but with "very minimal reform implementation on the ground." The School Management Development Task Force notes that "true change will be based on the existence & quality of the internal management." An internal devolution of the influence and revolutionary leadership of the school must be accompanied by self-management.

There is the opportunity for a transformative leadership approach to include all partners to meet educational targets. The desires of leaders & supporters coalesce to like degree that it can be realistic to presume a harmonious alliance & genuine alignment that leads to decided decisions.

### **Post Modern Leadership**

His subjective style of management is closely aligned with post-modern leadership. Such ideas, promulgated most strongly by Greenfield, presume that organizations may not have ontological reality, but are easily the creatures of the persons within them, which can hold very several opinions. Tobin and Keough also suggest that "post-modern society embraces the multiplicity of subjective truths as determined by experience & exposes the losses of the absolute authority."

The post-modern paradigm suggests that leaders should respect and give consideration to the complex and individual outlook of stakeholder. They should also avoid depending on hierarchy, as this concept has little meaning in such a complex organization. StarCraft aligns post-modernity with democracy and supports a participatory leadership approach, a "more consultative, participatory, inclusive stance,"

Sackney and Mitchell stress the importance of 'speech' in the post-modern management. Those involved have the right will be heard. That suits with South Africa's aspirations of the 21st century. Educators, parents, learners and the school community need to encourage involvement in all things that concern their interests. To accomplish this aim the SGB is one vehicle.

### **Instructional Leadership**

The Instructional leadership differs from the different styles discussed in this chapter because it focuses on the course of force instead of its meaning and source. The growing focus on the management of learning and teaching as the basic activities of the educational institutions, especially the English National College for School Leadership, which includes it as one of its ten leadership proposals, has contributed to the enhancement of this approach.

Southworth say that "educational leaderships has a strong interest in teaching & learning, containing teacher professional learning and student development." The description by Bush and Glover underscores the direction of the mechanism of influence

Leadership in education focuses on the teaching & learning and teachers' willingness to communicate with the students. And the power of the leaders is tar-driven by the teachers to student learning. The focus is on the direction and impact of influences, rather than the process of the influence itself.

Qualitative work by Southworth (2002) with primary heads of small schools in England and Wales indicates that three approaches have been especially successful in improving teaching and learning:

- Profiling;
- Supervise; and
- Qualified dialogue, debate.

Leadership in instruction is a very critical aspect as it addresses the core tasks, teaching, and learning of the school. This paradigm however underestimates other aspects of school life, such as sport, socialization, student welfare and self-esteem.

### **Contingent leadership**

The leadership styles addressed earlier in this chapter are all incomplete. They give relevant and useful perspectives into one particular leadership element. Some concentrate on the method of exerting control, while others concentrate on one or more empha-sized leadership aspects. However, none of these models give a total picture of leadership in classrooms. The dependent paradigm provides an alternative approach, recognising the dynamic dynamics of school settings and the benefits of adjusting leadership models to the individual situation, rather than adopting a 'one size fits all' stance

This method implies that it is important for leaders to respond to particular organisational situations or issues.... There are large differences in leadership contexts and various leadership responses are required for these contexts to be effective... A wide variety of leadership practises can be taught from people providing leadership, usually those in official positions of authority.

## CONCLUSION

Leadership can be defined as a continuum of control that is focused on solid ideals and morals and leads to the vision of the school. The dream is articulated by leaders striving to gain the engagement of workers and stakeholders in the notion of a better future for the school, its learners and stakeholders.

Every single leadership style that is mentioned in this chapter is partial. They give special but one-dimensional points of view on the direction of schooling. Sergiovanni continues that there is a narrow viewpoint of "leadership theory and practise provides a limited perspective, dwelling excessively on certain aspects of leadership to the virtual exclusion of others"

The Western and African models jointly suggest that school leadership principles are dynamic and varied. They have strong normative foundations for the interpretation of leadership, but for such structures, relatively poor empirical support. They are often philosophical distinctions, or 'ideal types,' since most effective leaders in their practise will probably represent most of both of these techniques.

Improving the quality of learning ... Needs interventions based on improvement at school and classroom level...

Managers can't simply wait any longer for executive directives or decisions. Managers need to learn new skills and operating practises because of the pace of development and the need to adapt and adjust to local conditions.

Improving learning results involves an approach to leadership development that emphasises on 'leadership in education.' This means attempting to improve leaders' behaviours in order to see the mechanisms of teaching and learning as central to their position, rather than just leaving educators with these problems.

The goal of this particular subject is to resolve the philosophical uncertainty surrounding the study and practise of leadership and leadership in education and to hope to contribute to the process of demystifying the field and to pave the way for greater conceptual clarification in the discussion of the key models of Western and African leadership.

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