DIMENSIONS OF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS: A THEORETICAL AND CONCEPTUAL FRAME WORK

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ABSTRACT

This paper aimed to examine role of leaders and managers in educational institutions from the perspective of available literatureon leadership and management and the functions and behavioural dimensions of leaders and managers in educational institutions in the shape of theories and research articles. For the purpose answers of five research questions a) what are the dimensions of the leadership? b) What are the dimensions of the management? c) What is relation between leadership and management? d) How Leaders are deemed as managers? And e) what is educational leadership and management? Were coined and their answers were brought from and in the light of existing and available literature. From the review of definitions and explanations existing literature it could be inferred that the word leadership, management and educational leadership & management have different definitions, meanings and explanations as the researchers gave them on the basis of their own understanding and experiences they deemed intact for them. For the leaders it could be inferred that they should have vision, mission and hope for their followers and from the perspective of followers they should have satisfaction of their belief if the leader is followed they would achieve their destination. The management is to manage an organization in different situations with jurisprudence by utilizing available resources. The educational leadership and managers perform dual responsibilities. Leaders perform the responsibilities of the managers and so the managers in their institutions

Keywords: Dimensions, Dual responsibilities, Leaders as managers, Available resources, Educational institutional leadership

INTRODUCTION

Leadership and management are multi-dimensional words necessarily needed at every level and event of the life. Every individual at some stages performs their duties as leader as well as manager. The word leadership is the name of confidence and belief to lead with vision mission and hope (Barreto A. , 2009). At the same time the confidence and belief of the follower to follow a right person for accomplishment of their desired destination. The word management is to manage resources as well as situations. The leaders and managers perform dual responsibilities as" leaders- managers – leaders".

In the educational institution the both have multi-dimensions to perform their duties, Northern Ireland Assembly paper (2010) identified eight dimensions of educational institutional leaders and mangers 1) Their relation with community 2) Their values and vision, 3) reshaping conditions for teachers and learners, 4) to restructure and redesign as per the situation, 5) Bring improvements in the curriculum, 6) Improving quality of teachers, 7) Improve teaching and learning outcomes and 8) Create internal collaboration. All these dimensions can only be achieved to perform their duties as leaders as well as managers. The areas of leadership and management dimensions interconnection between these two

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functionaries, and school leadership and management are the fertile areas to explore them for their effectiveness.

OBJECTIVES OF THE RESEARCH

1. To study the dimensions of the leadership.
2. To study the dimensions of the management.
3. Find out relation between leadership and management.
4. To study Leaders as managers.
5. To study educational leadership and management.

RESEARCH QUESTIONS

1. What are the dimensions of the leadership?
2. What are the dimensions of the management?
3. What is relation between leadership and management?
4. How Leaders are deemed as managers?
5. What is educational leadership and management?

METHODOLOGY

This paper aims to examine dimensions of leaders and managers in educational institutions from the perspective of available literature in the shape of theories and research articles, so that descriptive method is used to describe above terms in the light of available literature.

Leadership, Management, Difference between Leadership, Management and Educational Management

To give single definition to leadership the researchers are limited because of their own understanding. Every researcher comes with different words according to his/ her own understanding and experiences resembling with others (Bolden, 2004). According to Leithwood, (2004) numerous definitions of leadership suggest dual functions; a) deciding direction, and b) working out influence in changed means. The leaders are human beings having both positive and negative sides, (Kellerman, 2004).

HELPSS an acronym given to qualities and attributes to leaders by Marron (2014) gives insight how a leader should be.

H	*Heart*	*Heart is principal locality where a leader coins meaning to a work.*
E	Empathy	Empathy is that how a leader treats and most likely decides that in which way to behave followers.
L	Learning	“L” represents Learning. People like knowledge so that constant desire for related knowledge is important for a leader.
P	Passion	“P” stands for “Passion” the author believes that “Passion for the Profession” for an innovative educational leader is important and necessary to maintain professional passion.
S	Strategy	Strategy for an innovation leader belongs to how well he plans, organizes, and implements their time to time innovative instructions by making sure that the followers understand and follow those instructions with no delay.
S	Speed	The Speed is concerned with the pace work. It is essential for an instructional leader to make assured that the pace and speed of work is related to, to achieve institutional goals.

Leadership Theories

In the early years of twentieth century the interest increased in understanding leadership. Initially theories of leadership were focused on to identify the qualities which make a distinction between a leader and a follower, while as some others also focused other areas of disagreement for example situational factors and ability level (Northouse, 2010)

"Great Man" Theory

"Great Man"theory initially was established by Thomas Carlyle in 1840. In 19th century it was understood that history can be explained in the perspective of "Great Men" and heroes, highly dominant and followed by individuals because of their personal charisma, intelligence, intellectuality, wisdom or Machiavellianism powers exercised in a way which leaves long lasting historical impacts. Carlyle gave details of those influential Great Men from the history.

Trait, Contingency, Situational and Behavioural Theories

Hilaire (2008) argued conceivably that all three theories i.e. theory of Traits, theory of Behaviour and contingency or situational theories and are not controversial in prevailing literature, likely traits theory necessarily as a basic principle of personal characteristics such as personality traits, cognitive and interpersonal skills determine unseen of an individual. Hersey Blanchard's situational leadership theory narrates different leadership styles from being directive in its one kind and nature, to a more participative and supportive as the other. Mani Man Singh Raj Bhandari's works indicate that he is the supporter of situational theory's dimension of flexibility and mobility, focusing on leadership readiness, says that leaders have to keep and show flexibility and mobility so that they be able to solve current issues existing in an institutional environment especially in educational organizations (Rajbhandari, 2014)**.** According to research conclusion of Esther (2001) for an effective leader it is necessary to know that there is no single style and solution to manage all followers at work except a practical way to use situational leadership approach. It contains according to research conclusions four leadership styles such as directing/telling, coaching/selling, supporting/ participating and delegating.

Path Goal Theory

The theory of path-goal of the leadership is a situational theory wherein it is supposed that the effective leadership behavior has a positive impact on job satisfaction of followers, it further provides a functional approach to leadership and demands for identification of functions which with motivation the staff needs to fulfil in their work environments and give high performance results with high satisfaction.Number of researchers have formulated a version of theory which included situational variables (Awan, 2011).It is accepted by House (1974) in the light of Path-goal theory that the leaders fill-up the gaps in a situation so that motivation, satisfaction and performance of the followers is boosted. Environment, the task, competence and motivation determines the gaps and missings when such gaps and missings are fulfilled by the leaders and the performance of the followers is improved.

Participative Theory

Madinah (2009) commented that related with participatory leadership style in performing different leadership responsibilities in a society the leaders need to use participative leadership approach to prove themselves effective as much as possible. Researches on leadership behaviours from 1930s until last of the 20th century found that leaders had adopted different styles, it is evident that participative approach according to researcher is more effective than others

Management

The management is to unite and co-ordinate the activities to achieve objectives, it includes machinery, material and money (Dictionary, 2004).It is a process the managers follow to acquire goals, it works as an informational body and gives way to manage an organization. Mathur (2005) explained management as an act, exercise or method of treating, regulating and handling the resources to acquire intended goals. Lewis (2004) has given four elements involved in the process of management, i.e., planning, organizing, leading and controlling.

Distinction between Leadership and Management

Abraham Zalenik of university of Harvard was first who pointed out distinction in between management and leadership in 1977 Abraham Zalenik an article written by him was printed in Harvard Business Review distinguished the two functions, the management and the leadership such as leaders focus to try to understand people in an organization and have their trust upon them while as managers focus to get works and tasks be done in an effective and efficient way.

According to Sharma (2013) leadership and management compulsorily need to go together, though they are different but yet well linked and complementary to one other.Leaders' job is to give inspiration and motivate people while as the job of managers' is managing, planning, organizing and coordinating.Bush (2007) gave a vibrant distinction between management and leadership and stressed importance of the both. According to him as he links leadership with change and influence actions of others in accomplishing goals, motivating others to initiate change to achieve existing and new goals so thatleaders need managerial skills to some extent.Management is a reparative activityto manage and maintain institutional affairs efficiently towards maintenance rather than change.Managers to some extent need leadership skills. Barreto (2009, 2010, 2012a, 2012b) who worked on leaders as a Manager, Educator, and Motivator (MEM) concluded thatthe leader is not the head or the patron and not necessarily a leader to be followed either by group or an individual or occupies managerial or executive office but he/ she is an encourager, guide and protector of human energy.Leader is a person with some extra ordinary skills, revives and gives new definitions to the "hope", and "prosperity".The leaders are not two fold or association of skills, characteristics or behavior, but responsible for clarity of objectives for achieving them with careful use of available resources.The managerial position has variation of uniting actions towards an objective by putting energies in action to yield expected goals.A manager cumleader is accountable to achieve goals and objectives is supposed clear philosophy of real management.Managers have to perform as dual responsibility as a leader as well as manager (Barreto, 2009)

Educational Management and Administration According to Francoise, (1989)

Like other leaders the institutional heads use different techniques to achieve organizational goals. Educational management is to how to run educational institution.(Francoise, 1989) concluded that Educational management and administration are process of collective participation of stake holders. Classifications of two are not the ending points but inception of another journey with others. Democracy only provide doctrines of equity and freedom in educational administration and management system(Francoise, 1989).

School Leadership

Multiple researchers attempted to describe school leadership in changed way which resulted an unlimited number of definitions given to it and yet it will continue (Madinah, 2009, Pretomode, 2012). The term leadership is taken as an individual who takes initiative for converting prevailing system to achieve prefixed goals. Effective management refers to get sub-ordinates together to yield the best to achieve common institutional goals.Educational leadership is believed as a vital and influencing authority to make decisions with ability to achieve ongoing activities in an institution (Sergiovanni, 2000, Penlington, 2008).Leadership has a vital role to reinforce the working relationship of sub-ordinates with in team as a unit and to make sure that every individual fulfilling his/her responsibilities at his/ her level best.It shows determinations to take steps to fulfill expectations of the followers and provides them a working environment to perform their duties freely and without any stress.To manage the organization with competency the way differs from one leader to another, the way a leader deals employees in an institution is known as management style.

Leadership and Management Styles

Amanchukwu (2015)who worked on, to evaluate leadership theories, heads of educational institutions and styles and their relativeness to educational management determined that by reviewing the situations which quality educational leadership surrounded in relation to school management, accomplishment was intact and sure if application of style of leadership, principles and method were applied in its real sense.

Transitional Transactional, Charismatic and Transformational Leadership Style

Transformational leadership is part of novice leadership tendency which origins in work of Weber on charisma and Downtown rebel leadership style (Thakur 2014)Transactional leadership and Transformational leadership are different from each other in its application and rewarding system. Transformational leadership focusses on transformation of employees, though having differences within two approaches but yet cannot be excluded mutually, so a single leader can use both styles according to the situations.Quebec (2008) close to the transformational leadership is charismatic leadership only differentiated by the fact that the charismatic leaders transform interests of subordinates. Krumm (2001) Transformational leaders transform interests of the employees to the group interests. Bush (2007) transactional leadership implied social contract indicates that the sub-ordinates will be benefitted if he/ she follow the instructions of the leaders with certain heads such as in pay, promotion or so on that is why it is called transactional leadership.The employees those follow the transformational leaders have the trust, admiration, loyalty, and respect for their leader and are motivated to do much more than they were expected to deliver(Lea, 2011).

Authentic Leadership Style

Quebec (2008) authentic leadership is one kind and part of the post-charismatic and post transformational style and an immediate principals of authentic leadership, much closer to the leaders' spiritual and ethical leadership qualities. Authentic leadership is yet different from transactional leadership as member-leader exchange.

Shared or Distributed Leadership Style

According to Spillane (2001) the concept of distributed or shared leadership accounts for elements of leaders, followers and the situation and it also encourages and enhances the interaction with in group. Goksoy (2015) argues that distributive leadership is a result of reflecting the cognizance on management of an institution and is viewed as the roles and responsibilities of leadership need to be shared, the distributive leadership addresses the totality of human resources in an organization, especially teaching faculty as leaders in educational institutions.

Leadership through Service

According to Schroder (2001) leadership through service creates opportunities for learners to practice and keep happening to develop leadership skills, it further allows them to identify community and its demands, and these type of leaders give chance to the followers to become aware of concepts of control and ownership of environment. Service leadership gives an opportunity to free citizenship and identifies roles and responsibilities of the responsible citizens. It also encourages the learners to become leaders to bring benefits to other people with creation of different opportunities.

Post-modern Leadership Style

According to Bush (2007) in post-modern model of leadership, leaders need to respect, pay attention to isolated perspectives of the stake holders and to avoid to rely on least important concept of hierarchy

Participatory Leadership Style

To give immediate focus on decision making by the all team mates, so it increases effectiveness of educational institution on democratic justified norms with legitimacy of stake holders(Bush, 2007). According to Achoka (2012)the participatory management leadership is a crucial aspect that cannot be given up easily because of technological development and emphasis to achieve Millennium Development Goals (MDGs).

Paternalistic Style of Working

According to(www.managementstudyguide.com) the case with paternalistic style of working differs in the way that the policies are made to benefit the employees, their feedback is treated and that makes the staff loyal, motivated, enjoying and it also keeps them attached with organization positively butthey are kept away from the process of making of decisions.

Autocratic or Authoritarian Leadership Style

The authoritative leaders do not consider the suggestions and ideas of their sub-ordinates or followers, they suppose themselves only authority to make decisions without involving their employees and sub-ordinates.Authoritative managers and bosses let their sub ordinates to abide by the rules and policies made by them without asking any question, the ideas which the leaders deem fit become the policies of the institution, the authorities do not focus on the motivation of the staff that is whyusually the staff lacks motivation (www.managementstudyguide.com). Cherry (2012) the authoritarian leaders are also known as autocratic leaders, they give clear hope and expectations what they want to do, how and when they will do it. In this style the leader and followers are well identified, making decision is the authority of the leaders with or without consultation of staff , according to the different researchers the decision making in the autocratic style of leadership is less creative, they also found it difficult to move from autocratic style of leadership to democratic style, the only option according to the researchers to follow autocratic style of leadership is in a situation where there is very little time to consult the staff and team members or where the leader is supposed most experienced and knowledgeable person.

Democratic or Participative Leadership Style

In the democratic style of working the feedback of the sub ordinates is treated positively, staff participates in open discussions is encouraged. It further makes it sure that there should be effective and healthy nurtured communication between authorities and their sub ordinates, (www.managementstudyguide.com). Cherry (2012) commented that democratic leadership style is the other name of the participative style of leadership. Such type of leaders not only support their team members but also participate in the groups and add input from other sub groups, they encourage group members to participate and give feedback but keep the power of decision making on decision making process. The engagement of the group members in the process makes the members motivated.

Laissez-faire Style of Working

Delegative or Laissez- faire leadership style is least productive of all of the styles, it allows making of decisions by group members. It is only beneficial and effective in situation where all members in the institution are highly qualified, experienced and skilled persons in their specific area of work.Laissez-faire leadership style which is also known as delegative style, in which the leaders remain almost passive and group members work as free as they can. The sub ordinates can make decisions by their own. It is a complete hands-off approach (Cherry, 2012)

Instructional Leadership Style

In Educational leadership a term "instructional leader" is a desired model for decades as a fashion especially for their heads, until today it is a slogan than a well-defined set of leadership practices, it definitely conveys to focus on teaching and learning and priority for decision making. Yet its core objective is to make school environment better for students (Leithwood, 2004).School leaders play a vital role as an instructional leader. It is considered most important by the educationists to link teachers, students, parents of the students, educational system and society, they are to encourage and manage teachers to create learning environment in the institution with promoting teaching practices skillfully being responsible for learning outcomes of students (OECD 2014).According to Goff (2015) learning centered or instructional leadership possesses the leadership qualities to highlight the importance of actions of principals to support teachers to improve their teaching instructions.

Administrative Leadership Style

The tendency to reinforce to step forward from competent administration to management with emphasis on instructional leadership having stronger consideration on student learning out comes, such tendency to improve teachers' instructions and student learning is to stream line school management with identified indicators of instructional practices and learner's outcomes (OECD, 2009).Along with instructional leadership, effective leadership also involves administrative accountability and a working bureaucracy (OECD, 2009).Managing accountability to share/ stake holders" and others, seeing themselves and their role to make the institution internally accountable and to stake holders externally (OECD, 2009).Important for administrative leadership is to make it sure that every employee in the institution abides by the departmental rules. They believe themselves being highly busy in solving administrative problems and corresponding with upper level authorities (OECD 2009).

CONCLUSION

From the above review of definitions and explanations it can be inferred in the perspective of research question one "dimensions of the leadership", that the word leadership is different in the sense of its practice, application, outcomes and possesses leadership as well as managerial and administrative aspects. Its dimensions vary according to the situation. They move forward and step back in the best interests of an organization. To describe research question two the "dimensions of the management" it can be understood that the management is to manage resource in the best interests of an organization. Managers do not make new decisions but make need based amendments, reductions or additions in already decided decisions according to the situation to yield the best. They follow the rule of “right person at right place and “right work at right time”. In the perspective of research question three about the “relation between leadership and management”, educational leadership & management have different definitions, meanings and explanations as the researchers gave them on the basis of their own understanding and experiences they deemed fit for them. For the leaders it can be inferred that they should have vision, mission and hope for the followers and from the perspective of followers they should have satisfaction of their belief if the leader is followed they will achieve their destination. The management is manage an organization in different situations with jurisprudence by utilizing available resources. But yet these two positions have inter-connection in between each other so that they cannot be performed individually for better results. In the perspective of research question four it was sought to review literature regarding “Leaders as managers” the term “leaders as managers” is coined as juxtaposition of responsibilities of the leaders, as leaders as well as managers. The research question five can be described in terms as in educational environment the educational leaders and managers have to deal with multiple problems and intricacies within department. To deal with stake holders. Within department they have axis position, they work as middle managers as well as leaders to deal with upper level management and with their subordinates. In the same way they have to deal with student affairs, their parents and groups in the society. For an effective leadership it is utmost necessary to adopt a leadership/managerial style to their best.

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