Management of Leadership Roles among Third Line Managers of Educational Institutes

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Abstract
Leaders in today's "flat" organisations have more autonomy than in the past. Leadership is about inspiring others to work together towards a common goal, whereas authority is about getting others to do what you want them to do without question or fear of repercussions. Because it appeals to the intellect and logical behaviour rather than the potent existential forces at the core of motivation, authority is unable to create the conviction or emotional devotion that leadership generates. The most effective corporate executives are aware of this fact and are thus gentle when delegating authority. They serve as role models for actions that build trust and responsibility, and they make use of informal networks and channels to motivate others throughout the organisation to make a difference.

Keywords: Organizations, leadership, authority, leadership, activating, emotional commitment, rational behavior.

Introduction
You don't need all the answers, but you do need the ability to collaborate with others to get them if you want to lead successfully in the Information Age. Effective leaders inspire their followers to see the value of their unique set of skills and experiences. If they are credible and earn people's confidence, they may mobilise motivation and dedication to effect positive change. To do this, leaders must stress the importance of honesty, responsibility, education, and open dialogue.

There are four major styles of leadership which apply well in the educational setting: There is a vast range of diversity among these leadership styles, and transformational leadership is a synthesis of the most beneficial aspects of all three. Let's compare and contrast transformational leadership with its cousins, servant leadership, transactional management, and emotional leadership.

1. Servant Leadership: The emphasis of servant leadership shifts from the organization's goals to its employees. The leader has no vested interests and puts those of the group before his or her own, so everyone benefits. The leadership style exemplified by this quote is characterised by providing direction, encouraging employee initiative, and fostering an atmosphere of mutual trust. A servant leader has full faith in the group's ability to work together to achieve its mission and in the people who make up that group. The main problem with servant leadership is that it can't work in an organisation because it loses sight of the end goal. When the demands of the individuals inside an organisation become the primary emphasis, that organization's ultimate purpose is all but forgotten.

People learn best in the real world, where they encounter challenges and frequently need direction and coaching to make progress. In the same way that transformational leadership emphasises the importance of the person, it also encourages employees to become emotionally invested in the organization's ultimate mission. Service Leadership is elevated to a higher degree through transformational leadership.

2. Transactional Leadership : The characteristic of transactional leadership is the giving and taking that characterises each economic transaction. Obviously, the relationship between an employer and an employee is already very transactional. Businesses require labour, and workers provide it in return for pay. The "quid pro quo" ("something for something") agreement is at the centre of each successful business, and its participants are typically pleased with it.
Employees in the education sector typically have more at stake, seeing their work as more than simply a means to an end (monetary compensation). Therefore, monetary gain is not the driving force. Here's where transformational leadership may supplement transactional leadership, pushing things to the next level by erecting motivational pillars other than the simple exchange of goods and services for money.

However, charm and strong interpersonal ties are essential for transformative leadership to be effective. When attempts at transformative leadership fail, the fallback is generally transactional leadership, which is simple and quick to implement but ultimately ineffective. The major difference between both types of leadership is the fact that the latter is more of a laissez faire style, where the leader essentially lets people do whatever they want, while the former is much more hands on and intrusive.

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3. Emotional Leadership : Emotional leadership, as contrast to transactional leadership, focuses on people rather than on the exchange of commodities and services. It shifts the emphasis entirely, requiring leaders to possess emotional intelligence and to encourage their teams by appealing to their feelings. There is a lot of overlap between emotional leadership and transformational leadership. To effectively guide their followers, leaders who practise emotional leadership draw on their innermost feelings. Some may claim that transformative leadership needs the same degree of emotional sway, but this overlooks the fact that true transformational leadership is a logical rather than an emotional process.

4. Transformational Leadership: To inspire followers, transformational leaders use the most effective features of previous leadership styles and combine them with a strong sense of shared mission. While other styles of leadership may zero in on a specific component, transformational leaders adopt a holistic perspective of leadership and its complexities in order to motivate their teams towards achieving the organization's larger objectives. By appealing to employees' emotions, providing the compensating centre common to all businesses, and leading from a position of support, transformational leadership is the ideal model for educational institutions.

To provide the best possible support and direction to those in their employ, leaders should always strive to expand their knowledge of other leadership styles because all of them contribute to the development of transformational leadership.

(i) Integrity : Leadership success requires a commitment to moral principles. Everyone, regardless of rank or position, should feel that they have a stake in the outcome. Leadership should also be inspirational, making people feel like they've grown as people as a result of their involvement. When those in positions of power compromise integrity, they do one of two things:

a) cause people to feel helpless or defensive by abusing their position of control
b) Don't hoard resources or refuse to share the benefits of group efforts.
c) Engage in dishonesty or the maintenance of information gaps by concealing relevant details from others.
d) Contradict the group's ideals by acting in a way that is illogical, arbitrary, or unjust.
e) Refuse to take responsibility for one's conduct or to insist that others do so on their behalf

(ii) Accountability : Taking responsibility for one's own actions as well as those of people one is tasked with leading is central to the concept of leadership. Good leaders not only take responsibility themselves, but also teach their subordinates to do the same. They inspire others to take action in pursuit of a resolution because of the personal stake they have in seeing the problem resolved. Good leaders stop people from shirking their responsibilities and provide them the tools they need to cope with the fear and uncertainty that always accompany the launch of a new project.

(iii) Learning: Traditional duties of command and control are de-emphasized by effective leaders. It puts less emphasis on the expertise of particular leaders and more on the accumulated wisdom of the group as a whole. It seeks to promote a learning culture by giving people the tools they need to come up with innovative answers to the problems they face, whether those problems are personal or societal.

(iv) Sharing: Leadership has to promote dialogue and provide channels for the free flow of information and ideas in order to create a learning environment. Leaders, in addition to creating a constructive space and establishing certain ground rules, should be attentive to the topic at hand and assist both people and groups in improving their capacity to work together. When disagreements develop, they should steer conversation away from individuals and onto the issue at hand.

Leaders should do more than just encourage civility and teamwork; they need actively participate in debates to guarantee that no one individual, including themselves, takes over. To foster a culture where everyone feels like they can make a contribution, leaders should be approachable and humble. They should be sure to provide sufficient time for identifying concerns and ideas from the front lines to arise, and recognise that hastily rushing towards a solution will ultimately confine the dialogue and sacrifice contributions that can assist clarify the path ahead.

A Balanced Approach
Strong centralised leadership is still essential, despite the fact that the Information Age requires "shared," "distributed," or "collaborative" approaches to leadership and places a premium on the contributions of the network rather than the exceptionality of the person. Sharing leadership requires formal power to establish collaborative frameworks. Time limits make consensus-based decision-making impossible, and it's necessary to make sure that major choices are consistent with the organization's aims. Nonetheless, authority can no longer be relied upon as the major motivator of success by those in positions of leadership. To stay ahead of the competition, businesses must foster genuine leadership by striking a new balance between traditional lines of authority and the interpersonal skills and example setting that mobilise teams and propel revolutionary change.

Leadership in the classroom is the process of rallying the support of educators and parents around shared goals for their children's education. In the United States, this word has largely replaced school leadership, whereas in the United

Kingdom it has taken the place of educational management. There are a number of excellent graduate schools in the United States that focus on educational leadership.

There are challenges to educational leadership, but they are not insurmountable. Self-evaluation methods might be useful for investigating issues of fairness and justice related to the selection of candidates and how they can effect student diversity.

Historical Perspective on Leadership: The concept of "school leadership" emerged in the late 20th century for a variety of reasons. Schools were pressured to raise academic standards and change in response to rising expectations for student success. Demands for school-level accountability went hand in hand with the introduction of these standards. Keeping things as they were was no longer an option.

Leadership as a concept was picked because it suggests motion and initiative. The principle or head of school is often considered of as the school's leader, although there may be others who contribute to the school's goals and are thus also leaders.

While the terms "school leadership" and "educational leadership" have gained popularity as stand-ins for "educational administration" in recent years, it could be argued that these designations only scratch the surface of what is involved in the work of individual schools, divisions, districts, ministries, and state education agencies, not to mention the research conducted by university faculty in departments devoted to the study of educational administration. This raises questions about the usefulness of the phrase as an umbrella concept for the area. It's more likely that its application may be traced back to neoliberal social and economic governance models, such as those implemented in the United States and the United Kingdom in the recent past. This interpretation sees the phrase as a commercial loan.

Since its inception, which is often traced to the Buffalo Common Council's approval of a superintendent on June 9, 1837, the superintendency, or function of the top school administrator, in the United States has seen several modifications.

At first, the superintendent's primary role was administrative, with a concentration on providing support to the school board with routine tasks. By the beginning of the 20th century, states were working to create a standardised curriculum for their public schools, with superintendents taking on the mantle of teacher-scholar or master educator. The focus on the work of the superintendent shifted from expert educator to expert manager of non-instructional functions including budgeting, facilities management, and transportation in the early 20th century as a result of the Industrial Revolution.

Accountability in public schools and, eventually, the role of the superintendent, were profoundly affected by the publication of A Nation at Risk in 1983. This shift towards seeing the superintendent as the organization's chief executive officer dates back to the 1980s and continues to this day. In this capacity, the superintendent serves as a professional advisor to the board, a leader of reforms, a manager of resources, and a communicator to the public.

Graduate studies: The phrase "educational leadership" is often used to non-academic endeavours as well. Leaders in K-12, higher education, and the community-based sector are all considered educational leaders.

The educational leadership departments at certain U.S. universities have both master's and doctorate programmes in higher and adult education. When this is the case, it is the responsibility of the whole department to train future school and community leaders in a variety of educational settings, not just schools. The University of Texas at El Paso, the University of Massachusetts, Northcentral University, as well as the University of Scranton are just some of the institutions in the United States that offer traditional and online master's programmes in education.

In the United States, several graduate schools with a long history of offering advanced degrees in these fields have dedicated departments for their study. Administrative positions at vocational schools, adult education programmes, universities, and colleges, as well as positions in government and non-profits that focus on education all fall under the umbrella of "higher education." The University of Bath and Apsley Business School in London offer comparable degrees to their American counterparts, with an emphasis on the management systems of education, which is becoming more important as British schools transition from public financing to the more independent Free Schools and Academies. In reality, these programmes tend to emphasise more conventional areas of study for MBAs including human resources, change management, and financial analysis.

Many British principals are fighting what they regard as an impending privatisation of public schools, known as the "Academisation," in the country. Senior educators in mainland Europe often have academic backgrounds rather than administrative experience, since there is no professional programme for Educational Leadership there.

Literature, Research and Policy

In general, educational leadership draws from a wide range of specialised literature. However, it should set itself apart by emphasising pedagogy, epistemology, and the growth of individuals. In today's context, it takes cues from the fields of politics and business. This conflict is the subject of discussion amongst experts. Instructional leadership, dispersed leadership, transformational leadership, social justice leadership, and teacher leadership are just a few of the many ideas and viewpoints on educational leadership that have been presented and researched. Researchers have looked at the effects of various practises and activities on school improvement measures including student success and teacher job satisfaction. Furthermore, studies of major preparatory programmes' efficacy and technique are ongoing.

Educational leadership is taught as a field at a number of universities, and there are a number of periodicals and organisations committed to researching the unique demands of leadership in educational institutions.

There are now clear rules on school leadership in a number of nations, as well as dedicated training and development funding for school administrators.

In the United States, it is becoming standard practise for school administrators and professional auditors to conduct formal "curriculum audits" to determine how well school leadership and curriculum are aligned with stated goals and objectives. Fenwick W. English created curriculum audits and curriculum mapping in the 1980s. Phi Delta Kappa provides credentials for educational leaders and auditors. The leadership of a school has been shown to have an effect on the education of its students.

A research finds that the quality of schools' instructional facilities, faculty, and administration has the greatest impact on students' academic success. Therefore, the academic performance of pupils is indirectly affected by the leadership of school administrators, who play a significant role in guaranteeing the quality of administration and the devotion of the teaching staff.

A study analyses how AI may be used by school administrators to make better choices for students. AI has several potential applications in educational administration, including the use of data-based insights, the automation of administrative tasks, and the facilitation of individualised learning. The use of artificial intelligence (AI) in school administration may have far-reaching effects on business outcomes.

Implementation of Management Functions Through Leadership : Leaders of educational institutions must focus on both the growth of their institutions and the education of their staff and students. This is done so that the institution can better meet the requirements of those who utilise its educational services, both in and out of the classroom.

The leader of the CLC has to be able to think not just months ahead, but years. The leader must also be capable of mobilising and making the most of the existing human resources and assets, notwithstanding the constraints they face.

Expectations for CLC educational leadership include the following traits: 1) individuals who can serve as role models; 2) activators who can influence and direct progress; 3) communicators who can convey a vision and mission; 4) adaptability in the face of shifting community learning needs and government policies; and 5) decision-makers and problem-solvers who can identify and address emerging issues. Blanchard (1992) used the results of the research to establish a comprehensive framework for leadership in the management of CLC, including the situational leadership style. It's the collaborative and encouraging approach. Leaders with a participative approach encourage employee input during decision making.

Implementation of Management Functions through Duties and Functions : The chief's job in carrying out the CLC's mandate is to rally the troops and get everyone excited about getting things done. Consistent with what Terry (2012) describes as taking place during the implementation phase, a leader encourages team members to make use of leadership tools and interpersonal communication while they carry out their responsibilities. Spirited and diligent duty performance, together with backing and devotion, are essential for successful implementation.

According to the study's results, the CLC director and official guardians exercised oversight by supervising and monitoring activities at the outset, during, and after each session. The goals of supervision and monitoring are to ensure that the programme is being carried out in accordance with its plan, that the committee is carrying out its duties as outlined in the job description, that any problems that arise are dealt with, that the initial condition / preparation for the implementation, the continual operation process, and how the basil and execution of the learning activities are understood and dealt with.

Conclusion
Individuals, groups, organisations, and the system as a whole all contribute to the success of any given management structure. According to Juric (2004), "leadership" is "one of the functional areas of management, dependent on the human talents of people," with "managerial skills and managerial style" being particularly important for this kind of

work at the managerial level. The most important factor in a teacher's success in the classroom is the development of her or his communication and leadership abilities. In order for the intended receiver to understand the message, it must be presented in a clear and logical fashion. The effective motivating of workers, consumers, and students is hampered by technical issues relating to communication.

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