

## A REVIEW ON EDUCATIONAL MANAGEMENT, EDUCATIONAL ADMINISTRATION AND EDUCATIONAL LEADERSHIP

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### **ABSTRACT**

*For an educational system, or any system for that matter, the terms which lift the weight are management and leadership. By the dawn of the past century, much attention has been given to these two terms for their magnitude of importance and implication. When it comes to the educational facility and the question of allocating the available resources to achieve the maximum goals, it becomes crystal clear that a figure with influence is needed in the educational playground, so to speak. This review shed some light on these points and illustrates their use.*

**KEYWORDS:** *Management, Administration, Leadership*

### **INTRODUCTION**

The concepts of administration and leadership, two more terms that are similar to management, overlap. On the other hand, the United States of America, Canada, and Australia prefer the phrase administration. In nations like the United Kingdom, Europe, and Africa, management is well known and practiced.

The vast majority of countries in the developed portions of the world are currently paying a lot of attention to the concept of leadership. When it comes to applying the maximum level of structure and effectiveness to the use of resources inside an organization in order to achieve organizational goals, management is the collection of tasks and obligations [1].

When it comes to the management of educational organizations, educational management might even be regarded as a (logy) in and of itself [2]. Fundamentally, educational management is the accurate application of management ideas in the disciplines of education. It is obvious to see that management and educational administration are two practical subjects of study, in the words of Mr. Gerald Ngugi Kimani [3].

An applied area of management is educational management. So it follows that educational management is the practice of applying management theory and practice to the sphere of education or educational institutions. The process of gathering and assigning resources for the accomplishment of established educational goals is known as educational administration.

### **Functions of Educational Management**

A manager uses these five core functions, which are part of the educational management process, to accomplish the aims and objectives of the educational institution. The majority of authors concurred on the following five responsibilities of educational management:

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

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

- Human resource, via the student, faculty, stakeholders, and community as a consumer of educational services.
- Learning resource, such as equipment developed through planning and used as media or curriculum
- Facilities and financial resources, as enabling elements that help the education be well- held.

The scope of educational management is related to

- Development related goals
- Planning and implementing the programmes
- Administration
- Solving the problems
- Professional development

Administration and management In the beginning, Sergiovanni et al. [4] defined administration as the process of cooperating with and through others to successfully complete organizational goals. Additionally, they saw administrators as being in charge of successfully completing particular tasks. Sergiovanni et al[4] .'s interpretation of administration was as the art and science of accomplishing goals successfully.

Second, the administration of education in the United States is an excellent illustration of the nature and significance of administrative action in our society, according to Sergiovanni et al. [4]. (p. 4). Another significant governmental and private sector employer is the educational sector. Education administrators from the top down, from superintendents to chairs, take their responsibilities seriously in order to provide high-quality instruction.

Educational Leadership By definition, is the capacity of an accomplished person to persuade others to attain an objective? Leadership at its heart is about providing a route for person/people to take part for something special to be achieved. The word "effective leadership refers to the skill of effectively integrating and growing the available resources within the internal and external environment to attain organizational or social objectives." Leadership is a process of influence leading to the realization of desired ends. Successful leaders build a vision for their institutions based on personal and professional beliefs. They explain this goal at every opportunity and persuade their workers and other stakeholders to

share the vision. The philosophy, organization and activities of the school are directed towards the accomplishment of this united objective. Leadership requires at least two fundamental aspects which connected within. They are power and authority, plus the interaction of individuals in groups. The leader must have a vision and strong persona to inspire his people. Educational leadership is described as happening when someone takes the initiative to support the following conditions for creating change in teaching and learning. They must be creating chances to enable participants to acquire personal knowledge and to create social groups to provide for mutual support throughout the transition process. They also must have incentives to reflect on practices. Educational leadership is a vast idea the thought of which is 'building a learning community': boosting up the ability of teachers and others in the schools of the community to provide that community with the essential teaching programmes in with the utmost quality.

On the pragmatic and holistic view of knowledge growth through feedback enhanced problem- solving, the provision of educative leadership is the leader's primary responsibility. According to Macpherson, educational leadership is all about setting an example or, in the alternative, making sound organizational decisions. That is to say, someone who is concerned with the creation of knowledge, the promotion of knowledge, and the application of knowledge must also be an educator. According to Davies, leadership is about determining where the organization should go and motivating people to accompany you on the journey to a new and better condition for the institution. The administration is responsible for ensuring that the institution runs effectively given the existing conditions and making plans for the institution's more immediate future. It is not just one person who is responsible for providing leadership in the school; rather, it is a group of people who work together to accomplish this goal. These individuals serve as a source of encouragement and motivation for the other staff members, encouraging them to do their very best on behalf of the students in their charge. The concept of leadership should not be understood in a vacuum but rather in the context of organizations and society at large.

The purpose of this research is to get an understanding of the patterns of knowledge creation that have been prevalent in educational leadership and management across the cultures of Asia since the middle of the 1990s. The following research issues were addressed over the course of the study:

- Prior to the middle of the 1990s, what was the total number of publications published on the subject of educational leadership and management in Asia, and how has that number changed?
- In terms of the many types of papers that are published in international journals (for example, non-empirical, empirical, and review), how is this body of literature distributed?
- What has been the primary issue of discussion in the publications that academics who research educational leadership and management in Asia have published?
- What kind of methodological preferences may be deduced from the research that has been done on educational leadership and management in Asia?
- What does the pattern of citation impact of publications say about the accumulation of knowledge in the "Asian literature" on educational leadership and management, and how can this information be used?

This study has the potential to make several additions to the existing body of research on educational leadership and management that has been conducted all over the world.

## LITERATURE REVIEW

In the early stages of the 21st century, there is a significant surge in interest about educational leadership. This is due to the widespread belief that the quality of leadership makes a significant difference to the outcomes for schools and the students enrolled in those schools. It is widely acknowledged all over the world, including in South Africa, that educational institutions must have capable heads of school and administrators if they are to provide their students with the very best education that is currently available to them. As the economy of the world picks up speed, more and more governments are coming to the realization that their most valuable resource is their population, and that maintaining or gaining a competitive edge is increasingly dependent on the education and training of their workers. This necessitates the employment of educators who are both qualified and dedicated, but these educators, in turn, need the direction of highly capable principals as well as the assistance of other senior, middle, and lower administrators (Bush, in press).

It is impossible to reach a consensus on the precise nature of the area of educational leadership and management due to the fact that it is a pluralistic one, with many divergent points of view competing with one another. The question of whether educational leadership is its own independent discipline or just a subfield inside the larger field of management studies has been one of the most contentious issues in the profession. Since the author has been expressing their point of view for more than 20 years, it is crystal clear and consistent. Despite the fact that education may gain insights from other contexts, educational leadership and administration must be preoccupied primarily with the goals or purposes of the educational system. These aims or objectives provide an essential sense of direction that serves as the foundation for school administration. There is a risk of "managerialism," which is defined as "an emphasis on processes at the cost of educational purpose and values," if this connection between purpose and management is not made crystal apparent and maintained in a tight relationship.

The most important aspect of educational administration is the process of determining the goals that will be pursued by the institution. The principle, often in collaboration with the senior management team (SMT), and perhaps also with the school governing council, is the person responsible for determining the goals of the majority of schools. However, the pressures that come from the outside world, and notably the expectations of the government, which are often communicated via law or explicit policy pronouncements, have a significant impact on the goals that schools strive to achieve. It's possible that schools will be left with the residual burden of interpreting external imperatives rather than defining goals based on their own evaluation of the requirements of the students in their care. The most important question to ask in this context is the degree to which school administrators are able to influence government policy and devise alternative methods that are founded on the school's own beliefs and vision.

Day et al.'s (2001), the analysis of twelve supposedly successful schools leads to the examination of many challenges faced by school administrators. One of these is associated with management, which is linked to systems and "paper," and leadership, which is perceived to be about the development of people. The other is associated with leadership, which is about the development of people. According to Bush (1998; 2003), management is related to execution or technical concerns, but leadership is linked to a set of values or a purpose. If schools are going to function efficiently and accomplish what they set out to do, leadership and management both need to be given the same amount of emphasis. "Managing and leading are two separate but equally essential responsibilities. The complexity of contemporary companies necessitates the manager's provision of an objective viewpoint, in addition to the glimmers of vision and sense of responsibility that are provided by intelligent leadership.

Leithwood et al. (1999), bring up the crucial point that, in actuality, principals in their day-to-day job are seldom conscious of whether they are leading or managing; instead, they are just carrying out their duties on behalf of the school and its students. This is a very vital point to bring up. Nevertheless, the type of such activity should reflect the environment of the school and, in particular, the requirements of the school at any given moment. For instance, rather than taking a more visionary approach, the underachieving schools in South Africa (Ministerial Review, 2004; Pandor, 2006) need to place a larger focus on fundamental management in order to make the organization functioning. This may include ensuring that both students and teachers attend class on a consistent and punctual basis, preserving order and enforcing discipline inside the classroom, and providing sufficient resources to make it possible for learning to take place. As soon as the schools are operational, the leaders of the organization can go on to the next step of defining a vision and setting specific goals and objectives, confident in the knowledge that the procedures necessary to ensure their execution are already in place.

Brian J. Caldwell [6], the term "educational leadership" refers to a broad concept, the core of which is the idea of "building a learning community." This refers to the process of increasing the capacity of teachers and others working in the schools of a community to provide that community with the necessary educational programmes in the highest possible quality.

Duignan PA, RJS. Macpherson [7]. stated that Educational leadership is all about providing by example or otherwise, sound organizational decision making, so on the pragmatic and holistic view of knowledge growth through feedback enhanced problem-solving, the leader's central task is the provision of educative leadership. [Citation needed] That is to say, someone who is concerned with the creation of knowledge, the promotion of knowledge, and the application of knowledge must also be an educator.

Davies [8] It was claimed that leadership is about establishing a direction for the school and encouraging people to join you on the trip to a new and better place for the institution. The administration is responsible for ensuring that the institution runs effectively given the existing conditions and making plans for the institution's more immediate future. It is not just one person who is responsible for providing leadership in the school; rather, it is a group of people who work together to accomplish this goal. These individuals serve as a source of encouragement and motivation for the other staff members, encouraging them to do their very best on behalf of the students in their charge. The concept of leadership should not be understood in a vacuum but rather in the context of organizations and society at large.

## **EDUCATIONAL MANAGEMENT AND LEADERSHIP**

### **Educational management and Educational leadership:**

On [5] account, leadership is a process of influence leading to the fulfillment the defined aims. It entails encouraging and helping people towards a comprehensive vision for the school, the foundations of which are founded on defined personal and professional principles. Management is the achievement of the policies of the school and the efficient and effective management of the school's existing operations. Some say, "Managers manage tasks, while leaders lead people," and "Management is doing things properly, but leadership is doing the right things".

## Educational Leadership

The capacity of a successful individual to persuade other people to work toward a common goal is the essence of the term "influence." The essence of leadership is creating opportunities for other people to participate in the accomplishment of outstanding goals by clearing the way for them to do so. The capacity to properly integrate and increase the use of existing resources within an organization's internal and external environments in order to achieve the organization's or society's objectives is what is meant by the phrase "effective leadership." Leadership may be defined as a process of influence that ultimately results in the accomplishment of desired goals. Leaders who are successful in schools create a vision for their institutions that is founded on both their personal and professional principles. They communicate this vision at every available moment and exert influence on their team as well as other stakeholders to get them to share the vision. The institution's pedagogy, organizational practices, and extracurricular offerings are all directed toward the realization of this common goal. For there to be leadership, there must be at least two primary components that are connected internally. They include power and authority, in addition to the collaboration of individuals in groups. In order to have significant influence on his followers, the leader has to possess both a clear vision and a solid character. When someone takes the initiative to support the following circumstances for the implementation of change in teaching and learning, we speak of this as educational leadership. This is the definition of educational leadership. During the process of transformation, they should be creating chances for participants to build their own personal understandings and to create social networks so that they may provide support to one another. They also need to be encouraged to reflect on the exercise they have been given.

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

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

## GOALS OF EDUCATIONAL LEADERSHIP

- In order to exercise strategic leadership that supports a vision, purpose, values, beliefs, and objectives for 21st century Institutes/schools, the prospective Teacher / Mentor / Instructor will need training in this area.
- To educate the potential Teacher, Mentor, or Instructor on the most effective educational and institute/school practices that, when combined, create an atmosphere of accountability and high standards for all students.



- To provide a course of study that deepens the awareness of the prospective Teacher, Mentor, or Instructor of the role that the culture of the Institute plays in contributing to the performance of the Institute, the learning of its students, and the accomplishment of its collective objectives. To cultivate the abilities of potential teachers, mentors, and instructors in order to establish a professional learning community at the Institute that provides teachers with distributive leadership authority.
- In order to satisfy the requirements of each classroom in the 21st century, it is necessary to improve the prospective Teacher's, Mentor's, and Instructor's management leadership abilities in the areas of budgeting, staffing, problem solving, and communication.
- In order to encourage the development of the prospective Teacher's, Mentor's, and Instructor's external development leadership abilities, which will improve parent, community, and business participation, support, and ownership in the Institute?
- To enhance the micro political leadership abilities of the prospective Teacher, Mentor, or Instructor in order to encourage social cohesion and shared decision making among the staff.

## CONCLUSION

Forecasting, organizing, coordinating, training, and monitoring and evaluating performance are some of the responsibilities that fall under the umbrella of management. Management is the collection of procedures that go into establishing and accomplishing organizational objectives. Leadership may be described as the capacity to exert influence, to lead and persuade others to follow in one's footsteps, the capability to guide, and the ability to demonstrate the human side of business by being a "teacher." In the early years of the twenty-first century, there was a significant increase in the number of people showing an interest in leadership. The administration of education makes use of all of the resources that are available and distributes them in a way that is effective in achieving the desired outcomes.

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