

Leadership Styles, Role, And Opportunities; Reflection In Educational Management System

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Abstract

Leadership is the key factor in organizing managing and uplifting an organization. It has wider implications for every aspect of life, especially in the educational paradigm. Where appropriate, standardized, effective, and advanced knowledge is necessary to meet the international national, and scientific demands of society. Therefore, educational management is required that is associated with leadership style opportunities and role identification. Data was scrutinize and search out in the related topic in the English language through the electronic search engine of Google Chrome, Firefox, and Microsoft Edge databases: Google Scholar, Cochrane Collaboration, Emerald insight, MEDLINE, CINAHL, EMBASE, Taylor & Frances, Science Direct, Scopus, PubMed, and JSTOR. Keywords used in the research included: Leadership Styles, Roles, and Opportunities in the Educational Management System Using syntaxes such as “and,” “or,” “with,” “if” etc. Educational management improves and stabilizes the capacity of educational outcomes through promotion factors. Effective leadership style is one of the most important entities in the development, organization, and management. Overall, the scenes that is been generated from the existing literature poetry and effective understanding of the style of leadership, the role of leadership, and opportunities provided to the leadership in managing the organization.

Keywords: Leadership Styles, Leadership Roles, Leadership Opportunities, Educational Management System

INTRODUCTION

Leadership allows educational institutions to work together in the institutional educational project, promoting trust, and teamwork with the different levels that represent the educational community (Directors, Teachers, Parents, and Students) (Guterres et al., 2020), this open space allows us to work together for the training process of the students, increasing expectations to move towards the achievement of the vision and mission of the institution, this article aims to reflect on leadership as an opportunity for educational management establishing two fundamental aspects (Nasra & Arar, 2019).

In the first place, the advocacy of Leadership in Education (Arar & Nasra, 2019): where leadership is analyzed, as a role that allows consolidating of the work team, establishing support systems, organizing educational practices, and integrating the needs according to the proposed objectives (Khan et al., 2020). All improvement and innovation plans require the qualities of leaders who aim at projects of interest to students and therefore to the educational community (Astuti et al., 2020). Thus, the types of leadership mentioned by Tigor (2021), Instructional, Managerial (Goldring et al., 2019), Transformational, Distributed (Wong & Berntzen, 2019), Teaching (Nguyen et al., 2019), Contingent (Stanley, David, 2019), Moral and authentic leadership (Puni & Hilton, 2020). In addition to the incorporation of Leadership for Life (Farrukh et al., 2019).

Secondly, the transformation of Educational Management: Where a deep reflection is established based on some research articles with interesting topics about educational management, it is not based solely on the administration of economic resources (Herman, 2021), it covers the organization and management training in teaching-learning of students. The Director encourages directionality through the joint work of all members of the educational community (Lemos & Liberali, 2019), so that the activities undertaken are beneficial and of quality, to generate a beneficial impact on society (Carvalho et al., 2022).

In general terms, after the reviews of the scientific articles, we reflect on leadership, which is an opportunity to carry out educational efforts where the benefit falls on the Educational Community (Azizaha et al., 2020), which points to management in a teamwork environment aimed at creative participation, to innovation in order to provide space in the development of skills to obtain and process information that helps planning and problem-solving, to establish collaborative links with the community and its environment (Mansaray, 2019). Educational Management is based on educational policy, to organize, design and evaluate the strengths, the weaknesses that Educational Institutions face in order to promote actions that aim to strengthen the proposed goals (Makgato & Mudzanani, 2019).

REFLECTION

The role of Leadership in Education

Leadership took off several years ago, leadership practices are actions that are carried out from different functions that several people lead, it is important to note that the Educational Institution is surrounded by people with the ability to work as a team, prepared for dialogue (Asgari et al., 2020), with a vision of progress, who does not want to leave a legacy of learning and values to students?

Each member of the educational community seeks to give the best, but perhaps sometimes they are not given the opportunity to be part of it, therefore they do not know the educational reality (DUMAN & Bicen, 2020), but if each class practices good performance of its functions, the good organization and above all respect (Zablotskyi et al., 2019), the demonstration of joint leadership will take place, for this purpose the work that the Director must do is always necessary, which is to coordinate for the common good (Batchenko et al., 2020). As- Covey and Covey (2020), say, the fact of influencing other people that follow you is already an act of leadership and comes to be like the exercise of authority, so that people, whether in a large or small group, are oriented towards a common goal. Irwin (2021), states that "leadership is the process that consists of influencing and supporting others so that they follow it and show themselves willing to do everything that is necessary". In accordance with the need to provide a space for accompaniment, everyone from the function they fulfill exercises a certain type of leadership that is presented below.

Famous Types of Leaderships

There are several types of school leadership that compete. Based on the following types of leadership:

Instructional leadership

"Instructional leadership, which has recently drifted towards the denomination of leadership for learning and which focuses on the main direction in which the influence of leaders points (or should point)" (Park & Seo, 2021), where it involves the Teachers whose objective is student learning, this type of leadership encompasses the pedagogical, where it not only depends on the leadership of the Director (Avidov-Ungar et al., 2022), it gives the teacher the opportunity to seek better pedagogical orientations that help a growth in values and in this way experiences are shared that facilitate obtaining better results (Bowers, 2020), the teacher must be able to put into practice their own leadership, in this way it complements the other types of leadership that It will help the proper functioning of the institution, earning the trust (Zhao et al., 2019), respect and responsibility of the students, aiming at meaningful learning that motivates new challenges, which aim to enrich learning in the classroom (Berg et al., 2019; Oraibi et al., 2022).

Transformational leadership

"Transformational leadership focuses on the development of the capacities of the members of the organization and their mobilization towards common goals" (Kotamena et al., 2020), is part of the joint work of the Director and the Teachers, who, based on the needs, direct innovative actions, projects, extracurricular activities and others that help the growth of student learning, providing opportunities to overcome the shyness, socializing among peers, in addition to having an entrepreneurial vision, above all instilling that there are no barriers to learning by providing inclusive spaces to share with the abilities that each person identifies (Asbari et al., 2020), all of the above generates a key question: What are you looking for? this type of Leadership?, seeks the sustainability of common objectives, for improvements that help the solidity of educational training that can occur in a short, medium, or long time, For this, it is necessary to work with values as transversal to generate an efficient transformation of the needs of the institution (Kotamena et al., 2020; Al-Kubaisi, Shahbal & Khan, 2022).

Manager leadership

"Manager leadership that focuses on the competence and effectiveness with which leaders perform the tasks and functions assigned to them" (Henkel et al., 2019), good organization is important based on the diagnosis of the institutions, in order to seek the well-being of the educational community, this will be achieved through the contribution of all members fulfilling their functions (Smith, 2019), thus establishing a key element for the proper functioning of dialogue, management is not only the responsibility of the Director, each one, from wherever they are, can contribute a seed that helps joint growth, you cannot wait for other people to guess the needs, letting deteriorate everything, therefore teamwork, carrying out the improvement plan and above all the sense of belonging is the basis for growth in educational institutions, in this sense openness, must prevail, therefore, the one who silences the needs does not help growth (Ateş et al., 2019).

Moral and authentic leadership

"Moral and authentic leadership, in which the core lies in the values that the leader professes and practices and that give substance to the mission of the school" (Sihite et al., 2020). This type of leadership is essential for the proper functioning of the Institution, Managers and Teachers are considered role models, where words and attitudes are seen at all times, even considered as people who cannot err (Puni & Hilton, 2020), despite that sometimes involuntary errors occur, that is why the teaching work is very delicate and complex, it is a profession where vocation prevails, every year students with different qualities, attitudes and aptitudes pass through the classrooms, therefore teachers must be morally prepared, providing spaces for dialogue, act as psychologists, counselors, promoting empathy (Imam et al., 2020), solidarity at all times. Each Director and Teacher are authentic, they have their own characteristics that identify each one of them in the way they address others, and in the way of acting daily (Lemoine et al., 2019), where individual differences prevail, tastes and needs are framed by each one, although there are general guidelines, each one does it according to their own ability (Bezanjani et al., 2019). Moral and authentic leadership seeks to have a fundamental base in values, supported by professionalism to achieve the institutional goal (Lemoine et al., 2019; Al-Kubaisi, Shahbal & Khan, 2022).

Distributed leadership

“Distributed leadership in which the notion of an individual (usually the director or director) who influences the rest of the educational community is banished, replaced by that of a set of actors, who influence each other and allow progress” (Lumby et al., 2019). The human resources that are in the institutions are the links to promote skills, motivating education with a view to better organization and decision-making that benefits the educational community. The Director has as one of his tasks to develop and foster leadership capacity in the members of the educational community, based on shared management, where personal development is encouraged and with this, motivation is impacted, an aspect that in an Institution allows the exercise of leadership in academic areas in which decision-making, teamwork coordination and support from the school community are important (Vuori et al., 2019). The cooperation of the other members of the educational community strengthens and relieves management work, where collaborative work must prevail, but what would happen when one of them disagrees? The ideal is to seek a way out through dialogue, offering space for debate that helps to make the best decision for the benefit of the Institution (Denee & Thornton, 2021).

Contingent leadership

"Contingent leadership provides an alternative approach by assuming the diverse nature of school contexts and the advantages of adapting leadership styles to each particular situation" (Takeuchi et al., 2022). This leadership emphasizes the need to be able to intervene in the event of a disturbance that hinders the normal development of educational activities (Ong, 2020), knowing the diagnosis, to find a way out of the problem and thus avoid reactions that are detrimental to good relations (Ahmad et al., 2022).

Teaching leadership

"Teaching leadership in which attention is focused on the ability of teachers to empower themselves and influence the work not only of the classroom but of the school as a whole" (Yu et al., 2022). Each teacher is the owner of his time in the classroom, he uses it according to what was planned, the challenge is ambitious because the teacher seeks to reach his students in the best way, but if he locks himself in the classroom fulfilling the schedule there will be no progress, therefore, he must take ownership of his profession (Karakus et al., 2021), work for the present and think of a future for the institution where students are trained not only for the moment but for their personal development in society (Supermane et al., 2019). Sometimes we hear teachers express that they cannot with some students because that is the time to look for strategies to reach a solution that is for the good of the students, collaborating with parents and other members of the community. education, but for this, the sense of belonging to the Institution is essential (Jamieson & Shaw, 2020).

Each of these types of leadership is essential, therefore, they complement each other, currently, the Director is no longer spoken of as the only leader of the institution, it is considered relevant that each one from where they exercise their profession in the field of education can demonstrate their leadership, that encourages teamwork, good organization (Belias et al., 2022), values and seeks improvement planning that facilitates transformation in the educational field, anticipating successes and errors (Mirayani et al., 2019).

Leadership for Life

It is considered relevant to present a new type of leadership to complement the types of leadership analyzed. The leadership for life, consists of providing a space for training and guidance from an early age to students (Hasek et al., 2021), where they have the opportunity to express their needs, their tastes and their projects, in order to promote an open space for dialogue, teamwork (Arrua Gonzalez et al., 2021), equity and community projection, where they can share their strengths and weaknesses with their peers, awakening in them a love of study (Ali et al., 2020), whose main base is human values, such as learning to respect elders, instilling responsibility as an important factor in professional progress, social integration, obedience to parents to see the fruit of their affection

and then enjoy the results, among other values that help in growth as a person within society (Berraies & El Abidine, 2019).

Children and young people will not be able to carry it out alone, it is necessary to accompany and coordinate with the Family and Teachers, where clear rules are established to direct leadership that will grow as it is practiced, seeking that it is not temporary (Lin, & Spaulding, 2022). but that it serves for life. The United Nations Organization for Education, Science and Culture UNESCO (2017), mentions that educational systems can promote supportive school leadership, selecting and training those who lead schools based on its commitment to inclusive, equitable values and its ability to promote management style (Saltsman & Shelton, 2019), providing teachers with the opportunity to pool their professional experience and expertise to revisit their practice, with the aim of making it more sensitive and flexible for students (Deppeler & Ainscow, 2016), as well as the development of inclusive cultures, building consensus around inclusive and equitable values within the school communities (McGreal et al., 2022).

The transformation of Educational Management

Improve to achieve quality and equity in education, two words widely used in the educational field, there are many definitions. Both are two sides of the same coin, and that fairness is a necessary condition for quality. Achieving true equity implies that all our students can access a quality education that includes new essential content, such as technological and scientific literacy, among others. (Herman et al., 2021). However, quality education requires that we have elevated expectations of our students and that we confirm with actions that everyone has the opportunity to learn, that education is a right and that it is our responsibility as a society to guarantee it (Duman & Bicen, 2022). For this, pedagogy must include intervention strategies that allow children to learn in diverse ways and management must contribute to the inclusion of all of them in the educational system (Zablotskyi et al., 2019).

Teachers must be prepared for the training of our students so that there are no barriers that prevent the practice of equity in the classroom, we speak of educational quality, a dream cherished by all, but what is needed for Education to be quality? Management, Director, and the Teacher? That is why it is important to know what Educational Management aims at? According to educationists, "we understand educational management as government and decision-making at the micro level. It refers to decision-making processes, dynamics of management teams, participation, times, spaces, groupings, etc. And its purpose is to centralize the objectives of the school institution around the search for quality learning" (Demirtas, 2020; p.14, Al-Kubaisi, Shahbal & Khan, 2022; Shahbal et al., 2022).

There is no doubt that the Directors, the Teachers, in short, the representatives of the educational community, take steps to offer a better education, but the support of the Government is necessary, the public institutions are very abandoned, the teachers are prepared as professionals to impart the education of the best way but it would be necessary to see (Abad-Segura et al., 2020), if the institutions have adequate infrastructure, place of recreation, didactic resources, computer equipment, furniture, income to pay maintenance expenses and others that help the students' learning (Mohammadian et al., 2020). It is easy to say that it is carried out the efforts, but no matter how many efforts are made, sometimes there is no response from the Government for the budget that implies setting up an institution really in conditions for learning. It is important to highlight that "the educational institution generates the knowledge that society as a whole requires for its harmonious and evolutionary development" (Iivari et al., 2020; Alharbi et al., 2022; Shubayra et al., 2022).

Despite all the efforts of the directors and teachers to achieve quality education is constant. On the other hand, the importance of being committed to the work, and being motivated to seek the best for the educational community where we are passengers, but a legacy is always left that is enriched over the years (Ali et al., 2020).

The management, educational leaders, supervisors, and teachers are key actors in the transformation, the vocation, the love of the profession, the sense of belonging, and the preparation of the Teachers, they are the ones that allow

learning and sometimes unlearning in order to provide an education that points towards equity and quality (Ahmad et al., 2022). For this reason, it is important to have institutions that teach how to think, develop skills, aim for an articulated curriculum, open the doors to the various levels of the educational community, and give participation to the community (Lemoine et al., 2022), establish a space for relationships between families, educators, and social institutions. In this regard, Tsao and Laszlo (2021) and Cunha et al. (2021) expresses that "school management has to do with designing situations that allow educational action, Managing has to do with designing, establishing (Batchenko et al., 2019; Shahbal et al., 2022).

For this reason, teamwork is necessary, maintaining constant dialogue, and discussing the strengths and weaknesses faced daily, to establish a management improvement plan and in this way polish and enrich the activities planned in the annual schedule. of the activities of the institution, including new activities, and projects that aim to improve and innovate (Puni & Hilton, 2020).

CONCLUSION

Leadership plays an important role in the organization, and in the performance of the members of the educational community, which is extremely linked to educational management because it influences the achievement of educational objectives, being protagonists of the transformation in Education (Nasra & Arar, 2019), has shared the types of leadership that are very useful within the educational field, providing important contributions that help achieve the desired goal, the types of leadership complement and enrich each other, Instructional leadership, Manager, Transformational, Distributed, Teaching, Contingent, moral and authentic, contributing to the training of students. (Tigor, 2021)

Based on the analysis carried out, a new type of leadership is presented in order to complement the types of leadership analyzed, the Leadership for Life allows to provide a space for training and orientation from an early age to the students, whose main base is training in human values (Stanley, David, 2019), which help in the growth as a person within society. Leadership should favor the creation of a shared vision in the field of education, in addition to self-assessment strategies and improvement of practices, its goal is to institutionalize the ability to coordinate actions in pursuit of improvements (Lemos & Liberali, 2019).

Educational management promotes the internal capacities of the institution seeking change, through ideas that point to people who work in the educational field assuming responsibilities, instilling the importance not only of teaching but of learning to teach better, assuming the challenge of quality teaching for students (Makgato & Mudzanani, 2019). Therefore, a process of continuous improvement of learning and reflection must be promoted. This requires the commitment of all the institutions and of the educational policy determined in the country. The transformation that schooling must face is not a self-sufficient process, they commit state policies and even more so to civil society. As the basic element in the education management could be achieved with higher productivity and obtaining goals.

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