Leadership-The Most Important Area of Educational Performance

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ABSTRACT: Leadership is seen as the most critical aspect in successfully developing educational institutions, supporting stated aims and objectives, and enhancing education. It is a vital aspect in determining whether an organization succeeds or fails. A leader's style is defined by how he guides and encourages others to accomplish institutional objectives. Basic skills are described as "a collection of psychological and social areas of expertise and interpersonal skills that enable individuals to make informed choices, resolve issues, think critically and analytically, effectively communicate, develop relationships, empathize with others, and cope and enhance their quality of life, productively and healthily." This research aims to determine the effect of Leadership as a practical skill on educational establishments. From the perspective of the school, the principal's Leadership is critical. His function and responsibilities will impact all facets of the school organization's life. At the executive level of the school, the principal's Leadership is the significant variable that serves as a bridge between individual lives and the future outlook of any institution. This research aims to demonstrate how Leadership as a practical skill, affects educational institution's performance. This is a conceptual study that provides a theoretical foundation for the notion. The reports and findings indicate that leadership style plays a critical role in boosting an institution's success since it influences the organization's culture and the value of its personnel.

Keywords: Leadership, education, institutions, Transactional, Transformational, Teaching, Learning

INTRODUCTION

Leadership is considered as an essential factor in improving school's effectiveness. Leadership facilitates the implementation of objectives and the betterment of the educational system (Cunningham et al., 2022; Jubran, 2015; Litz et al., 2020). The function of Leadership in an organization is critical for developing a dream, mission, boldness, sense of direction, defining objectives, developing strategies, regulations, and methods for achieving organizational goals, effectively and competently, as well as leading and controlling the initiatives and the administrative activities (Dina, 2013; Xu & Wang, 2008). It is critical to have excellent

Leadership to accomplish the vision and mission while also dealing with dynamic environmental surroundings (Gençer & Samur, 2016; Harris et al., 2007).

There are several types of Leadership, including transformational, transactional, authoritarian, and participatory. Leadership types are—democratic or participative style, laissez faire etc. Employees in educational institutions are more conscious, educated, and intelligent, and wish higher values for themselves. The organizations, on the other side, want to improve and use them to get the most out of them. Here, employees' assurance with their association dwindles. Their intention to leave the institute takes a higher hand than staying as the member of the organization and to work with it more effectively and correctly (Goetz & Wald, 2022; Paillé et al., 2011; Teymoori et al., 2022; Triguero-Sánchez et al., 2022). If the working population is not dedicated; joblessness, low-trust, high stress, and lack of certainty will boost in the organization which will harm the organization's effectiveness (Stylianou et al., 2011) and employees' commitment towards organisation can also boost employees' creativity (C. M. P. Sousa & Coelho, 2011).

Varied national cultures also influence the leadership style. Management should also ensure that the organization's Leadership is effective for its growth. Leadership may differ from community to community and culture to culture (Mujtaba & Habib, 2011). To improve organizational performance, organizational commitment is a crucial component of success that has been noted numerous times over the years (Chew & Chan, 2008; Das & Quintyn, 2002). The primary focus should also be on Leadership and its efficiency for non-profit organizations also so that it becomes easy to accomplish corporate objectives and help them to retain team members to their companies. Numerous scholars and researchers advanced various ideas about transformational leadership and its early connection to the organization's performance (Dinibutun, 2020). They primarily concentrate on specific aspects of leadership style, such as leadership behaviour as well as genuinely revolutionised leadership (Hoang et al., 2022; Weber et al., 2022; Wood et al., 2021).

Many previous studies have covered various aspects of leadership and its effect on organizational effectiveness (Fernandes et al., 2022; Nazarian et al., 2021; van der Voet, 2014). A leadership style promotes efficiency (Banmairuroy et al., 2021). For describing the organizational achievement, many leadership studies have been done (Bisht & Mahajan, 2021; McLarty et al., 2021). Elegance and its connection to organisational performance deduced that transactional and transformational leadership are positively related to organizational cohesion (Lo et al., 2010; Raub et al., 2021). It claims that conflict can be reduced between leadership style and organizational commitment. When a company's culture reflects its employees' values, both the Leader and the subordinate are benefitted (Alqudah et al., 2022; Lu & Niu, 2022; Thelen & Formanchuk, 2022). The study looks into the relationship between team member's value and organizational culture and how to instill a level of loyalty in employees to increase the status of their connection with the institute to reduce team member's turnover. Dedication to one's work facilitates the accomplishment of one's goals in addition to organizational goals and objectives.

1.1.   Leadership Types

Leadership is defined as a collection of different traits, qualities, and behavior patterns that leaders employ when conversing with their colleagues (Jeremy Mitonga-Monga, 2012). Leadership is defined as the overview connected with leader's behavior destined to accomplish specific aims and blend them with organizational or personal effort and outcomes.

1.1.1.   Transactional Leadership:

Transactional leaders focus on leadership that is widely used in behavioral sciences. The inventor of transactional leadership defines transactional leadership as an interaction between leaders and their subordinates (Abdelwahed et al., 2022; Nishiyama, 2020). Transactional leaders' primary emphasis is on elaborating subordinate roles, and leaders must be mindful of their workers' requirements to accomplish their aims. Consider two aspects of transactional leadership viz. variable compensation and managing personnel on an exceptional basis (Blom & Alvesson, 2014; Gardner et al., 2021). The three critical components of transactional Leadership are: contingent reward, exceptional and effective management, and static-distinctions management. The situational leader rewards employees for completing short-term objectives. In relieving tension by exceptions, the leader monitors subordinates' progress and eradicates deviations from the path of his goal. When an associate performs poorly, the transactional leader intervenes in the matter of the person employed and passively manages his work (Samson & Bhanugopan, 2022; Zhang et al., 2022).

1.1.2. Transformational Leadership:

Transformational Leadership is an effective model for the administrator. It contributes to the transformation of individuals into new leaders by giving them control over their behavioral patterns and personal characteristics (Duan et al., 2022). Individuals are given opportunities to raise their awareness and expand their skills and knowledge to take on leadership roles and perform their job responsibilities skilfully. Leaders in educational institutions must create a culture that fosters the development of leadership skills among heads, instructors, and students changing their timid nature and removing any inhibition (Bakker et al., 2022). Educators must provide students and employees with the knowledge and information they need to practice leadership qualities. In transformation leadership, culture construction and reformation of any diagnosed lag is emphasized (Bunjak et al., 2022).

- **What exactly are life skills?**

Versatility in instructions, action plan, interpersonal skills, efficiency, and mentorship are examples of life skills. Leadership is a set of related skills that integrates some other life skills. A good leader makes the first move, has strong social skills, is adaptable and constructive. They also set personal goals, encourage others to discuss those goals, organize a group so that all delegates can contribute based on their qualities, settle disputes among members, and inspire the team to accomplish their goals, assist group members in solving problems and improving achievements, and give credit where it is due (Hopp & Pruschak, 2020; M. J. Sousa & Rocha, 2019).

1.2. Functions of Leaders

Leaders, especially in academic institutions where students are grownups, must recognize their responsibilities. Adults are widely acknowledged to be more willing to take responsibility and be aware of their employment and other obligations. They establish priorities and oversee the timely and effective completion of all tasks and operations. When accepting leadership responsibilities, some factors must be addressed. These leaders give adequate effort and time to educational growth meticulously and imaginatively. While completing academic programs, students must do study and maintain current information and expertise. The leaders' actions and functions are dominated by the issues and happenings of the plan to which they belong (Steele & Watts, 2022).

Leaders must guarantee that they experience no impediments in carrying out their responsibilities. Consequently, they must take the necessary steps and make the required corrections to overcome the difficulties. Leaders have compelling arguments and opinions on accomplishing the system's objective. They are committed to achieving targeted goals and

objectives. To perform one's work obligations properly, one must develop facts about numerous factors that would considerably enhance the architecture of academic institutions and the entire educational system. When leaders fulfill their duties, they must confirm that they use their educational credentials, skills, and abilities to advance educational institutions' well-being and facilitate the provision of academic goals and priorities and that their efforts and endeavours benefit the community in the long run, thus, creating more leaders. Picture leadership positions are critical for developing a thorough perspective of how leaders influence the advancement of a nation's progress. There are three significant categories of leadership roles: interpersonal, informational, and decisional (Miller et al., 2022).

1.2.1. Interpersonal Function

Leaders need to understand three types of functions regarding interpersonal function according to Mintzberg: public face, leader, and a bridge between internal and external environment. They must interact with other people in all of these roles. Leaders and educators must first serve as role models. In their roles as the public face, they must act as true mentors, capable of leading and mentoring every employee effectively. Leaders not only aid their pupils or subordinates to reach their aims and priorities, but also educate them in developing characteristics like diligence, creativity, and conscientiousness that would enable them to become prominent citizens of the nation. Leaders' social responsibilities include imparting good information and knowledge to others and ensuring that they develop an interest and motivation to fulfil their work obligations. Individuals cooperating and associating with one another are guaranteed by leadership in liaiser's personal and social position. For instance, when individuals get embroiled in a quarrel or differ in approach with their leaders, it is the leaders' obligation to mediate a peaceful resolution and enable individuals to develop good terms and relations with one another. To attain the intended educational objectives, employees must create good connections, co-operate and interact with one another, and that can be ingrained in them by the leaders. The Leader acts as a connector or supervisor between people, groups, and organizations in their capacity as a liaison (Mooijman et al., 2019).

1.2.2. Informational Functions

Leaders in informational functions play three types of procedures. These are the monitor, disseminator, and spokesperson functions. They are expected to participate in the information processing as part of implementing these functions. When such individuals perform these functions, they are strategically placed to assemble and share information. As a monitor, the leader seeks helpful information and benefits the organization. He investigates those around him, most notably those he is monitoring. The monitor's primary objective is to guarantee that restraints are removed and that employees accomplish their work obligations properly. The propagator of information communicates essential information to others in the workplace. The word "information dissemination" refers to the process of spreading news. When leaders become aware of crucial facts, they should ensure that they are shared effectively with others. Making timely information accessible to others is emphasized as a critical part of guaranteeing the proper running of educational institutions. The third informative job of the spokesperson is that of a communicator. As a spokesperson, leaders must communicate successfully with others, offer enough information, coach and guide them in the right way (Moorthy & Joo, 2022).

1.2.3. Decisional Functions

Four decision-making functions have been identified viz. Risk-taker, disturbance handler, allocator of resources, and mediator are some examples. Leaders' risk-taking function focuses on implementing modern and innovative strategies and procedures to lead to successful outcomes.

They must improve their improvisatory skills and abilities as business owners. The leaders' function as disturbance handlers tends to focus on dealing with disruptions and problems that may arise during the execution of work obligations and educational institution's operations. In certain instances, students or other employees of educational institutions may get engaged in various scenarios or arguments (Olinover et al., 2021).

Consequently, it is up to leaders to guarantee that they are handled amicably and that employees of educational institutions and fellow students establish good terms and relationships. As resource allocators, leaders' primary responsibility is to produce adequate resources, types of equipment, and methodologies that successfully encourage learning among learners and meet the specified goals and objectives. It is vital to ensure that suitable materials and parts are provided to facilitate teaching-learning processes. In their capacity as a negotiator, leaders must ensure that the working environment stays pleasant and cordial. They have to be able to communicate and facilitate cooperation among members (Van de Calseyde et al., 2021).

1.3. Culture of the Educational Organization:

Culture is mental software that aids us in our daily interactions. Each user's feelings and thoughts differ from those of others. Lewis' cultural model is divided into three categories: inter, linear-active, and responsive modes of operation. Family, friends, devotion, and sentiments comprise the multi-active set, while facts, strategy, branding, and law include the linear active group (Vengrin et al., 2018).

The resonant circuit comprised the favor, face, social peace, and a shared commitment. The cultural model of Edgar Schein was separated into three components: artifacts, values, and assumptions. The Iceberg decision-support system is used to get a better understanding of behavior. A strong culture has a significant impact on the conduct and attitude of employees. It increases performance and retention among them, which is beneficial to the institution, whereas a weak culture adversely influences the institute's achievement and employees. As a result, in institutions with a weak culture, there is a need to enhance their actions and appearance in the direction of the institution's culture (Chidambaranathan & Rani, 2015).

1.3.1. Team member Attributes:

Team member attributes refer to an employer's perception of his team members of their input and efficiency. Successful team members value assists the institution in maximizing the performance of employees, retaining quality staff, lowering new hire premiums, and attracting talent for the organization (Salau et al., 2018). Attributes and benefits positively impact candidate encouragement, causing them to prefer working for the organization and current employees to stay with it (Qian & Chen, 2021). The following characteristics of a performance appraisal process are provided by the CLC (Corporate Leadership Council).

•Admiration
•Administrator quality
•Collegial workplace environment
•Reward
•Constancy
•Growth possibilities
•Future career paths

1.3.2. Organizational Effectiveness

In the economic literature, team members' effectiveness is a multi-faceted and multidimensional occurrence. Organizational performance is comprised of an institution's results that can be compared to devised output values, targets, and priorities (Semykina et al., 2022).

1.4. Educational performance areas:

After reviewing all published papers, the eleven areas for educational reform were identified. The table below lists the eleven educational reform areas that will emphasize India's educational management.

Table 1: **The Literature-Based List of Educational Areas Of improvement [44]**

Educational Areas Of improvement	Descriptions
Management and Leadership	• Headteachers are chosen on merit rather than seniority • There is a training program for potential educational leaders • There is innovation in Leadership • There is long-term planning for educational leaders.
Participation in the community	• Decided to commit Parent Teacher Connection • High-tech collaboration • Amenities • Parental inspiration for students
Teacher caliber	• Professionalism at its finest • Global awareness • Educator qualifications • Results-base professional growth • Occupation of choice for outstanding graduates
Professional development for teachers	• The professional part of affirming educators • Assistance and action plan for further research • Quality of teachers based on selection • Expert educational community
Learning assistance	• Special needs class • Education for one workshop • Congratulations on the achievement of your students • Having to learn that is active • Learning from one's mistakes
The atmosphere at school	• Educational design and lecture hall layout • Educational environment

	• School security • Educator and educational well-being
Educational building	• Counsellor's house • School cafeteria • Sickbay • Athletics field
Relevance of the syllabus	• Race assimilation • Exploration of wisdom • The marketing potential of students • A syllabus that is up to date in science and non-science disciplines • Make preparations for the challenges of globalization.
Instruction	• Members' reflections • Diverse educational methodologies • Student-cantered and endeavor education • Increase interaction • Encourage higher-order thought
Students' evaluations	• Various evaluations • Education evaluations • Performance standards • Examination question quality • Total number of public exams
Outcome of learning	• Student performance • Civic and ethical literacy • Co-curricular attainment Multilingualism • Race-based Integration

METHOD

Through the existing literature, this study presents a core understanding of the concepts. The idea is that leadership is a life skill that helps strengthen educational establishments' culture. After defining all the main variables of the study, theoretical evidence shows that workers' ethics are integral to company' culture. The effective leadership of the firm affects corporate culture. The article suggests a relationship between organizational commitment and leadership style. It demonstrates how leadership style can increase organizational commitment when an organization's culture tends to reflect the values of the educational institutes

RESULTS AND DISCUSSION

Academic institutions are not simple structures that many people can see from the inside or outside. The school's unique challenge that is faced is that it serves as the research lab for our futuristic society. What happens there prepares students for today and their lifetimes in a demanding futuristic society. Globalization's difficulties, the latest developments in science and technology, and the spread of communication and information technology in the community have significantly impacted all aspects of Indian progress, including educational reforms.

Educational performance is generally recognized as a series of overlapping processes involving various factors, people, and functions as part of a collaborative effort.

Thus, the body of knowledge in the field of educational performance is an important aspect that should be focused on to varying degrees, so that students are prepared to overcome the challenges of the changing landscape and the teaching and learning process, including teachers, parents, and other stakeholders. Leadership functions and their values in educational institutions are essential for today's era, so the need to study this subject and the constant coverage of educational performance areas will ensure that efforts to improve education are to be more efficient. The central section reviews leadership as an essential aspect of academic institution's performance.

Views of different authors on Leadership:

The organization or institution's effectiveness depends on the leadership in the institute, which communicates plans and policies, regulations and rules, offer incentives, directions, participation, and builds a well-organized workplace environment that benefits employees (Blake et al., 2022). Education is the creator of transactional leaders, which defines it as an exchange of relationships between leaders and subordinates. A transactional leader rewards the achievement of goals while penalizing failure to achieve them (Cox et al., 2022). Accordingly, a transactional leader has three parameters: tangibles rewards, strategic planning by an incident (active), and exception-based administration (passive). As per Burn's idea of transformative leaders, the Leader has superior moral characteristics and puts his own interests down and the interests of the subordinates in priority (Qiao et al., 2022). He divides leadership abilities into four categories: idealized influence, inspirational motivation, individualized attention, and intellectual stimulation (Samuelson et al., 2019).

Leadership and Educational Culture:

Culture is a critical component of team members' motivation and performance, which improves organizational performance. This variation stems from different workforce ideas and leadership types that differ from culture to culture (Egitim, 2022; Ferine et al., 2021). The study published on leadership types and their collision with culture, discovered that transactional leaders function within the boundaries of existing culture (Grinerud et al., 2021). In contrast, transformation leaders work to align the organization's culture with its vision (Patnaik et al., 2022). Organizational culture includes the founder's beliefs and values and shapes the organization's characteristics (Baur et al., 2022). It enables a connection to be made between transactional and transformational leaders and cultures, establishing a social link between different forms of leadership in the workplace environment (Abbas & Ali, 2021). Leadership and management environment are intricately intertwined, with the leader creating the standards, norms, and behaviours of employees and students within the context of the organisational culture (Hoai et al., 2022). It is discovered that as an organization's culture shifts, so does its leadership (Jogulu, 2010).

Leadership and Educational Performance

Leadership has a significant impact on educational performance. Leadership affects the academic environment, which in turn affects the results of academic institutions (Al Khajeh, 2018). A study established this by the use of leadership theory. The sort of Leadership that an educational institution employs, affects its activities and performance (Klein et al., 2013). Transformational Leadership is concerned with the development of adherents and with meeting their needs.

Transformational leaders are primarily crucial for developing their workers' total moral code, morale, skills, and inspiration. As according to, transformative leadership showed superior leadership abilities (Zuo et al., 2022). A transformative leader's customized connection fosters an environment where workers feel valued and perform better. As a consequence of this relationship, transformational leadership and organizational performance are positively correlated (Jyoti & Bhau, 2015). A leader is said to be a transactional leader if they are constantly willing to trade something to get something (Uchenwamgbe, 2013). This might take the shape of a promotion, a salary hike, performance evaluations, or increased duties. The primary difficulty with this style of leadership is expectation. Consequently, transactional leadership may be characterized as connecting management goals and rewards with its employees (Ojokuku et al., 2013). This Leadership, in particular, aids in the creation of a performance-enhancing environment and expresses a compelling vision that improves overall educational performance (Longe, 2014).

CONCLUSION

To be successful, educational institutions must create a strong culture in their workplace. A strong culture can be established by a strong leadership, which is a valuable life skill that improves academic performance. Leaders can control employees and students through planning and coordination to maintain an institution's educational culture. Leaders may remove ambiguity and increase commitment by developing a solid educational and workplace culture, with valuing the members of the team as critical components. Leaders may create an organizational culture that reflects each team member as valuable to accomplish mutually beneficial objectives. When the company culture and the team members' proposition are compatible, team member's performance increases. Team value and a firm educational culture are critical components of the interaction between leadership and interpretation of organisational objectives, assisting the organization in maintaining organizational performance, attracting more talented individuals, and retaining existing staff. So, for that purpose, a principal leader's effort should be able to notice how to enhance the effectiveness of performance in educational institutions. Advancement and improvement in educational institutions is not feasible and practically impossible without focusing on Educational Leadership.

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