

**EFFECTIVE SCHOOL
LEADERSHIP : A synthesis**

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Introduction

School leadership alternatively education leadership may be defined as the procedure of mobilizing as well as managing talents as well as abilities and energies experience by students, teachers as well as parents with the aim and towards attaining similar education objectives. This act is equivalent to educational management in various areas such as the United Kingdom unlike the term school leadership used in the United States. According to (Ahmad & Ghavifekr, 2017) School institutions like universities provide degrees in school leadership. Education leadership undergoes various challenges which may be overcome, there are various systems that may be approached in overcoming the challenges for instance using a self assessment technique may be useful to survey the equity as well as justice

influencing the diversity within students more so in the allotting of candidates.

School leadership was introduced in the late 20th century for various reasons as there was insistence for upper level of achievements by pupils thus schools had the pressure to bring about improvement and reformation. The demands also included request for accountability at such school levels with the previous way of running things considered unacceptable. Management as well as administration is inclusive in supervising and controlling. (Day & Sammons, 2016). The ideology of leadership was encouraged and embraced as it portrays dynamism as well as pro activity, in the idea school principals are generally assumed to be the school leaders however the school leadership often involves other people for instance members of a board which is a formal leadership team along with

other people who support in contribution towards achieving the goals of the particular school. Despite school leadership being viewed to have replaced educational administration, leadership merely presents just a fraction of work of school, operations conducted by a school, the area in which the school is located, as the term may suffice more generally non liberal economic as well as social governance models with experience prevalent in the United States and United Kingdom where the term is believed to have been adapted from business.

Effective educational leadership has positive influence or rather impacts on learners as well as their achievements. Several studies have found out that there is relevant positive impact linking instructional leadership along with the academic achievements attained by the students thus according

to (Ahmad & Ghavifekr, 2017) research advices that enhancing instructional leadership has higher chances of raising performance of students. Instructional leadership is widely acknowledged as a key factor in developing schools as well as acting as a key role in enhancing the role of the school and the quality. Effective educational leadership reflects to improved student performance as academic leadership impacts the achievement of students by instilling instructional mood as well as enhancing motivation of teachers.

Body

Leadership together with administration and management imbricate as well as being granted various emphasis times over time in various conceptions. According to (Ahmad & Ghavifekr, 2017). Their utilization differs across professional cultures as well as countries with many

areas having leadership roles in schools carried to be of key importance in raising the bar or rather standards along with encouraging school enhancements and improvement. The variation of school leadership arises with the differences in the functioning of education systems, national policies, historical policies as well as regional policies governing the schools that reflect the variation in influence on the various schools and similarly on the leadership of the school.

Most school fluctuations where appraised separately result to only insignificant influence alternatively effect on learners, to achieve the significant or large effect the persons in charge in various education systems ought to put together the relevant inconsistencies within parents, among the teachers as well as among the makers of school policies who indulge their efforts in enhancing education for this to

happen there are educators conveniently placed to ensure that there is necessary cooperation of all elements of educational leadership. Scholars (Ahmad & Ghavifekr, 2017) state that in conducting leadership in schools, leaders or rather persons related to the leadership committee have adapted several leadership approaches to achieve effective leadership with each approach perceiving a peculiar adjective for instance; change leadership, learning leadership, constructivist leadership as well as teacher leadership along with democratic leadership.

Transformational leadership is a model of leadership more often than not linked with a vision that encompasses setting up direction to be followed, restructuring of the school which actively assumes realignment of the school along with developing the personnel as well as the curriculum and also getting involved

with the community at large. Vision building and setting directions have the most weight in mobilizing leaders and their counterparts. (Vaillant, 2015). It focuses on establishing and similar purpose as the key stimulant encouraging a person to conduct work. Understanding along with developing people a branch of transformational leadership make key impacts on motivation as well as the key objective is improving not just the knowledge as well as skills required by the teachers and all other personnel for them to attain the school goals but rather also having resilience in and commitment to practicing the knowledge as well as skills. Redesigning the school organizations have actions that are concerned with the establishment of conditions faced at work for instance it gives providence which allows for teachers to maximize their motivation.

Management of the teaching and learning program has the objective to bring about productive working conditions for the education givers like the teachers by practicing organizational stability and enhancing structures within the school as well as placing staff in teaching programs and making provisions for teaching support as well as surveying the activities in the school.

Instructional leadership or rather known as pedagogical leadership is the transverse of transformational leadership. Whereas in transformational leadership there is a vision along with inspirations, instructional leadership focuses majorly on the need for the establishment of certain educational goals. (Day & Sammons, 2016). It focuses on the leader aiming to promote even better results as well as focusing on the importance bared by teaching along with learning as well as improves their

standard. This approach states that where there is an increased influence in leadership, learning, and relationship between them and leaders then subsequently influence will increase on students and their results in learning. For efficient leadership to occur there certain ways in which the leaders ought to conduct themselves and carry out various functions for instance; the establishment of goals and expectations the leaders in this approach are designated to make sure that objectives are clear, that the personnel is focused on achieving the goals. Resourcing strategically is the second element where the leaders are supposed to use defined criteria that are compatible with pedagogical as well as philosophical reasons. Ensuring an orderly supportive environment enables the leaders to protect the time the teachers use with

routines that are consistent and respected.

To attain effective school leadership employing the approaches leaders may carry out various functions as well as to conduct them in a manner that may promise absolute effectiveness in the leadership. Focusing on respect instead of popularity, where the leaders in a school are more indulged in respecting and earning respect while forming a key interest in the students and keeping the needs of the students as paramount effective school leadership may be achieved. Listening to input from staff and students as well as parents, where leaders refrain from believing that their solutions are the sole correct ones to problems and keeping a people-first analogy while putting out time for interaction between leaders and staff along with learners where their concerns may be aired out and with response

while however having a form of policy on the interaction may affect to effective leadership in educational leadership. (Berkovich & Bogler, 2020). Providing constant constructive feedback. Leaders ought to give back feedback as earliest a possible from the occurrence of an event and feedback does not have to be necessarily negative as such instance may be utilized to assess staff and students giving back feedback which may even boost their productivity thus effective school leadership. Delegation is where the leaders put forth a relationship governed by a trust with both the staff and pupils that top leaders may delegate duties to the people clearing time for other activities to be conducted by so doing this enables effective school leadership.

In the quest to have effective school leadership various challenges may affect the leadership or rather the

leaders per se. Enrichment is a challenge faced prevalently in schools where there is the high occurrence of social deprivation that highlights what personal issues or problems the students have endured before coming under the administration of the leader thus requiring handling of such student with care with an understanding of their situations and backgrounds to attain effective school leadership. (Gage & Smith, 2016) Aspirations, this may occur to be a challenge where the parents have shallow aspirations for their children and efforts indulged by the leaders may bear no fruits as students have no high expectations or dreams as their aspirations have been lowered by their parents for instance in a case where the parent has not attended higher-level education due to circumstances know to them the students may lack aspiration to also attain higher education and thus the

leader has to ensure that such students are motivated to aim higher.

Effective school leadership bears various advantages and is helpful in various aspects. Accountability for outcomes is brought about by effective school leadership and is helpful in the management of schools as accountability as well as giving reports on the performance of the school brings about developed obligations for the leaders and personnel as well as the students in the particular school to perform and conduct themselves in a defined standard or manner. Where there is increased accountability school leaders are subsequently under pressure to lay out documented evidence and proof of the performance of the school which may be used as a point of reference in the future if need be. (Dutta, & Sahney, 2016).

Conclusion

In conclusion, effective school leadership is important to a school's growth as the leadership of the particular school determines the performance and mirrors how the school is appreciated where there is poor educational leadership students are deemed to perform poorly and even the standards of the school perceived to be low as opposed to schools with effective leadership which has defined and set out standards which put the flag of the schools high and performance even higher.

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