Educational Leadership Models in Education Management: A Conceptual Article

Budiati[1]
[1]Universitas Ngudi Waluyo
Email Correspondence: budiarti@unw.ac.id

Abstract

Management is the science and art of managing the process of utilizing human resources and other sources effectively and efficiently to achieve a certain goal. Leadership is mentioned as a necessity for reforming educational institutions. It has the potential to influence teachers' performance and the academic success of students. Transactional, transformational, and instructional leadership models were found out to be the most prominent types of leadership. However, there is no model that is the best one. Each leadership model has its advantages and disadvantages. It is better for the leader in this case school headmaster to determine what kind of leadership model is suitable for his/her school.

Keywords: Education Management, Leadership Model

Introduction

Education is the most important and vital aspect of human life, education is a form of effort to improve the quality of human life throughout his life, and education makes humans able to develop and experience progress. In Indonesia, education is the most important aspect of educating the public, however, it is still left behind compared to other countries in Asia. Facing competition among nations, education in Indonesia is demanded to be able to produce skilled human resources who have the advantage to answer global challenges. In this context education in Indonesia for now requires a lot of systematic evaluation and improvement. This Word document can be used as a template for the journal. This Word document can be used as a template for the journal. This Word document can be used as a template for the journal. This Word document can be used as a template for the journal. This Word document can be used as a template for a journal.

Quality education requires quality management. If we want the country's educational growth to advance mankind, we should therefore master management skills (Dhal, 2021). Management is essentially a way of managing an institution so that the institution is effective and efficient. Quality can be described as something that best meets and exceeds the customers' demands. While management is defined as the art of getting things done through people, efficiently (doing things right) and effectively (doing right things) (Muniapan, 2007). Quality management is defined as management that keeps things in a stable and evolving state by combining three practices that are carried out concurrently and continuously Quang & Ngoc (2020).

Characteristics of Education Management

Educational Management is Universal Process

Educational management is a universal process. It is related to each and every country, society, organisation etc. The need of management can arise in every field of Commercial, War, Religion, Human Relation etc.

Educational Management is an art

According to Koontz, management has been accepted as an art as in management things are done through others. Therefore, in management, not only one has to learn the principles of management but also the manager has the qualities of sympathy, patience, good manners, experience, behavioural skills etc.

Educational Management is a social science:

Educational Management is a social science because it also collects data by using the methods of observation, experimentation, explanation, etc. Like Political science, Economics, Sociology, etc.

Educational Management is a profession:

Educational Management can also be regarded as a profession. Because in each and every profession, to manage the activities effectively, he should have some particular qualities like preparation, behavioural skill, patience, etc.

Educational Management is a multidisciplinary subject

Management is also a multidisciplinary subject. Because the principles, concepts and skills which are involved in management are also related to Economics, Mathematics, Psychology, Anthropology, Sociology, etc.

Educational Management is a dynamic process

Educational Management can be considered a continuous or dynamic process because the principles of management are changeable as change in time. Every field for example industry, education, etc are changing from time to time in respect of new policy, new action. So, the process of management is dynamic.

Educational Management is Goal-Oriented:

Each and every function of management is Goal-Oriented. Effective management is guided by specific objectives. Educational Management is a process of planning, organizing, directing, and providing instruction to achieve any goals. The chief objective of management is to achieve predetermined goals.

Educational Management is a Group Activity

Educational Management is a group activity as it involves a group of individuals to achieve common goals. It helps the members of the organization to know the aims and objectives of the organization and also directs them to achieve those goals.

Educational Management is a social process:

It is a social process as it gives more importance to social benefits and responsibilities.

Scope of Education Management

Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions, such as government ministries, teachers' unions, statutory boards, agencies, and schools (Ahmed: 2022). The scope of education management is everything that relates to the process of education. It covers 5 areas of management.

Management of Human Resources

The main goals of human resource management are attracting, developing, and retaining staff in the education organization. The human resource managers formulate operational policies and systems that directly affect staff performance and attitudes. Departmental objectives include a review of organizational structures and procedures, staff skills development and enhancement, and leadership succession and transition. These aim to foster greater staff involvement and expansion, eventually reaching the education system's overall goals. This also entails students and their parents, specialists in different fields of the community, members of the community and parent-teachers association (PTA), departmental officials, and members of the governing body.

Management of Financial Resources

The financial managers oversee the financial policies of the educational institutes which provide administrative support to schools: financial assistance, revenue operations and school funds. Financial assistance includes government subsidies, allowances and grants which are applied according to income levels and other factors, such as age or institution. Scholarships and awards are distributed by merit or to categories of students.

Management of Material Resources

This includes the infrastructure facilities may be in the form of furniture, Air conditioners, office stationery, buildings, lands, etc owned by the education institution/system. The department is

responsible for day-to-day maintenance, operation, repair, and replacement of these where and when needed.

Management of Educational Technology

Educational technology involves the integration, planning, implementation, and management of information and communications technology (ICT) for effective learning and teaching. The educational-technology branch of an education system conceptualizes and develops ICT in education, integrating it with curriculum frameworks, staff development, and management.

The focus of educational technology has shifted to online and web-based applications, learning portals, flipped classrooms, and a variety of social networks for teaching and learning. Although educational technology includes ICT, it is not limited to hardware and educational theoretics. It encompasses several domains including collaborative learning, learning theory, linear learning, online portal learning, and (where mobile technologies are used) m-learning.

Management of Means or Methods

Method management includes implementation of the curriculum with adopting principles of its construction and organizing learning experiences or activities of different subjects with adopting appropriate methodology. Two most important areas are curriculum planning and development and co-curricular activities planning and management.

Curriculum planning and development involves the design and development of integrated plans for learning, and the evaluation of plans, their implementation and the outcomes of the learning experience. It designs and reviews curriculum, promotes teaching and assessment strategies aligned with curriculum, formulates special curriculum programmes, creates clear, observable objectives, and generates useful assessment rubrics.

Whereas, co-curricular activities help students maintain a holistic education, expressing their interests and talents. The activities help foster a sense of social integration, and add a sense of commitment and belonging to one's community and country. Co-curricular activities include science-oriented talent-development programs, clubs and societies, sports, uniformed groups, and visual- and performing arts groups. Co-curricular activities may also include advocacy, botany, personal care, innovation, research methodology, and current affairs groups.

Roles and Functions of Education Management

In Law Number 20 of 2003 article on the National Education system, Education has a goal, namely to develop the potential of students to become a person who has faith, is pious, has noble character, is knowledgeable, is creative, is a person who is independent, democratic and responsible. Education management has the task or role of managing an institution education by using all resources efficiently to achieve goals education effectively (Dantika, et. all: 2024). In Indonesia, not all schools have education quality. With educational management, schools can improve quality education so that the school and vision and mission can run according to plan. This management is carried out by the school principal who has the authority to manage the school through joint decisions so that educational goals are directed. Educational management implies the process of achieving the objectives of the process here begins with planning, organizing, directing, monitoring, and assessing (Cetin & Tortop, 2018). Whereas, George R. Terry (1958) defines management is a distinctive process consisting of Planning, Organizing, Actuating and Controlling (POAC) performed to determine and accomplish stated objectives by the use of human beings and other resources. The management function is described in this diagram.
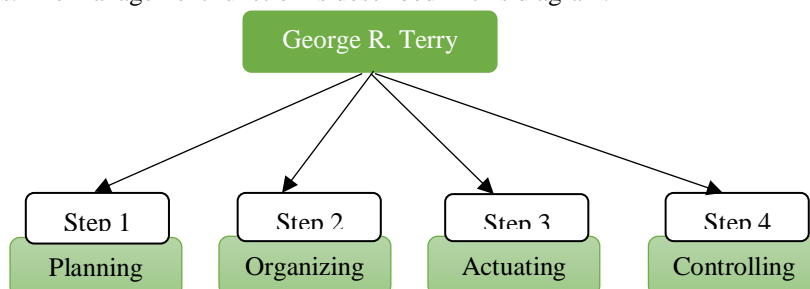

Figure 1. Terry's Management function

Planning

Planning is the first activity in the area of functions of management. Planning is nothing but deciding how the entire work will be done. It is first function, because a manager has to be clear in the beginning of the work., that how the entire project or activity or task will be done in the future. This clarity will help to managers as well as the subordinates how to proceed in the entire work process. Planning is required in every type of organization and in every type of work. It needs good use of intellectual capacity and it is a primary or main function of management.

Organizing

Organizing is deciding where different types of decisions will be made, who will do, what work or task and who will work under whom. Organizing not only related to people, but also with the distribution of physical, financial, information and other resources of the organization. The process covers listing the activities, grouping activities, assigning duties and responsibilities, delegating authority and responsibility creator, and coordinating authority and responsibility.

Actuating

Actuating is dealing with communication between people to influence, supervise, motivate subordinates to achieve the organization's goals. This process has mainly 4 elements, they are;

Supervision

It is overseeing the work of subordinates by their supervisor to check that whether work is done in a proper way or not to achieve the objectives of the organization.

Motivation

Motivation is inspiring the employees to do the work with great enthusiasm. Many kinds of rewards such as promotions are usually offered.

Leadership

It is the function to guide, direct, and influence the employee-manager to achieve the desired goals.

Communication

It is the process of exchanging different types of information, ideas, instructions, and opinions among members of the organization, that lead to a better understanding among different levels of people in the organization.

Controlling

Controlling is observing and checking the progress of goal achievement and taking necessary action when the goal is not achieved. This function is used to check the progress of organizational goals and all types of resources – human, finance, machinery, etc. The controlling process is to do the measurement & correction of performance activities of subordinates to make sure that the objectives and plans desired are accomplished. The controlling function needs to follow these steps, Establishing the standards, Measuring the actual performance, Comparing actual performance to the standards, Taking corrective action for the deviation.

Managerial Skills

Management skills are certain qualities or abilities that a manager should possess in order to complete a particular task or work in an organization. Regarding to the management, there are various skills, as the following:

Hard Skill

Hard skills are very specific abilities required in a job, which can be demonstrated and measured. It can be developed through education, practice and repetition. It refers to a person's knowledge and occupational skills, which is always required in any job to perform successfully. For example; proficiency in any language, tally software, machine operation, typing speed, a degree or certificate.

Soft Skill

Soft skills are those non job-specific personality traits and behaviour of people, which are difficult to measure. It is not an area of knowledge, but the behaviour, a manager displays in a specific situation, for example; communication, creativity, positivity, emotional maturity, adaptability and interpersonal skills.

Technical Skill

Technical skill is the knowledge and proficiency in a specific field. Technical skills are not restricted up to machines, production tools or other equipment, but they will also be required to increase sales, design different types of products and services, market the products and services, etc

Human Skill/Personal Skill

Human skill is the area of knowledge of people and ability to work with different types of people. Among many resources of an organization, people is the most important element for achieving organizational goals, but it is very difficult to understand and predict people.

Conceptual Skill

Conceptual skills is the ability to visualize for future, work on abstract concepts and transform them in workable idea and execute it constructively. With this kill a manager can bring changes in the organization, can design strategies and innovative planning. It is more required at higher levels in management.

Katz (1970) in Mukaromah et.al (2019) stated that conceptual skills are general analytical abilities, logical thoughts, fluency in shaping concepts and conceptualization of complex and ambiguous relationships, creativity in idea making and problem solving, and the ability to analyse events and feel trends, to anticipate change, and to recognize opportunities and potential problems.

Stoner and Freeman (1992) in (Mukarromah et al., 2019) revealed that conceptual skills are the skills to coordinate and to integrate all organizational interests and activities. That includes the skills of leaders to see an organization as a whole, to understand all interrelated organizational elements and to anticipate all forms of change that can occur in every part relating to the performance of an organization

Leadership Skill

Leadership skills is organizing and motivating people to reach the desired goals. It includes visionary thinking, innovative ideas, mature and fast decision-making, powerful communication, and many such other qualities.

Communication Skill

William Scott stated that communication skill is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organisational goals.

Problem-solving Skill

It is the ability to identify the problem and solving it with the balance of creative and logical efforts to make the situation normal. Proper listening, analysis, research and creativity can play a very important role for becoming better in problem solving skill.

Leadership Models in Education Management

Effective management education will keep things in a stable and evolving state by combining three practices that are carried out concurrently and continuously. Setting targets and expectations, evaluating the condition in consideration of the standards, and improving the standard scenario are the three practices in quality management.

Leadership skills will influence how effective the school management is. Educational leadership in school can be described as a process of control based on clear principles and beliefs that leads to a school vision. According to Chainani (2019), leaders articulate the goal in attempt to acquire staff and stakeholder devotion to the ideal of a brighter future for the school, its pupils, and stakeholder. Good and supportive leadership will influence the teachers to serve better (Tai & Omar, 2016). There are several leadership models in education management that can be implemented in order to achieve good management.

The Transformational Model

Transformational leadership is a process that involved interaction between leaders and members in the organizations to enhance the level of motivation and morale in working together. Through the transforming process, the objective of leaders and organization members have been converged; that it is fair to anticipate harmonious relationships and agreement that leads to agreed-upon decisions. The central goal of the transformational leadership model is to promote institutional capability growth and increase personal commitment to the organization (Veraya, 2020). Increased commitments and capabilities are expected to result in increased initiative and efficiency among organization members. These leaders are more concerned about their followers' desires and motivations, and they strive to help them achieve their full potential. It has the potential to involve all stakeholders in achieving educational goals.

The Transactional Model

Transactional leadership is a type of leadership that is focused on an exchange of a valuable resource between leaders and teachers. Exchange is an established political strategy for members of organizations especially teachers. Teachers are motivated with leaders' promises, praises and rewards as an exchange in transactional leadership model (Sirin, Aydir & Bilir, 2018; Saidova, 2018). The transaction can provide advantages for all stakeholders to the deal. Leaders have jurisdiction because they are the official leaders of their organizations. However, in order to ensure the school's successful management, the leaders need teachers' cooperation. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. Transactional leadership is short-term in nature, with leaders focusing solely on the organization members' current needs (Sirin, Aydir & Bilir, 2018).

The Instructional Model

Instructional leadership differs from the other educational leadership models because it focuses on the direction of influence, rather than its nature and source. Instructional model can be defined as clear planning behaviour of the headmaster or principal who have the massive influence in guiding teachers and students to improve teaching and learning process to achieve school academic vision (Naz & Rashid, 2021; Lim & Jamal 2016). Instructional leaders who are actively involved in teachers' development by planning, coordinating and evaluating the process of teaching and learning (T&L) in school (Hassan, Ahmad & Boon, 2018). Hallinger's Instructional Leadership Model (2011) introduced three dimensions which are 1) defining school goal, 2) managing instructional program, 3) promoting school climate.

Among the three leadership models, there are advantages and disadvantages for each model, it depends on what is the goal of the institution. Educational leadership is critical to the achievement of a diverse set of educational goals. If the institution's primary goal is for students to succeed, instructional leadership seems to be a viable choice.

Conclusion

Management is a science and art that regulates the utilization process human resources and other resources effectively and efficiently to achieve a certain goal. Scope and function in this management related to each other starting from planning, organizing, implementation and supervision. Education management is also a role to manage an educational institution by using all resources efficiently to achieve educational goals effectively. Effective education management is influenced by the leadership model implemented in education management.

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